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AUTHOR Dibble, Nic T.; Thiel, Randy
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ABSTRACT

Alcohol and other drug abuse (AODA) affect every segment of our society. This publication reports the progress Wisconsin school districts have made toward providing programs that address these problems. The report opens with a statement of the problem and a description of Wisconsin's model for treating these abuses. Investigators evaluated district programs using the model as a standard. Data from previous years allowed comparisons indicative of progress within a district. Periodic surveys of Wisconsin students confirm that alcohol and other drugs posed a problem for rural, urban, and suburban youth. To face the depth and complexity of these problems requires a unified, cooperative, strategic, and comprehensive program. Also required is a valuation program to determine the efficacy of efforts. Wisconsin's Comprehensive AODA Program Checklist provides school districts statewide with a uniform self-assessment instrument to measure the degree to which they have achieved their goals in comprehensive AODA programming. This report furnishes an analysis of the data accumulated by the school districts and lists various resources available to each district. Thirteen appendices supply graphs of select items, summaries of item averages for the 1992-93 AODA program checklists, year-to-year comparisons, and a list of program facilitators. (RJM)

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A Self-Evaluation Report of Wisconsin Public Schools

1992-93

Comprehensive Alcohol and Other Drug Abuse Programs

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A Self-Evaluation Report of Wisconsin Public Schools 1992-93

Comprehensive Alcohol and Other Drug Abuse Programs

Nic T. Dibble and Randy Thiel, Consultants
Alcohol and Other Drug Abuse Program

Wisconsin Department of Public Instruction
John T. Benson, State Superintendent
Madison, Wisconsin

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The Wisconsin Clearinghouse for Alcohol and Drug Information deserves special thanks for preparing the research base, which can be found in A Response to Wisconsin's AODA Problem: Wisconsin Act 122 and the Department of Public Instruction.

Department staff members also would like to express appreciation to the individuals in local school districts throughout the state who took time from their busy schedules to complete the Comprehensive AODA Program Checklist and to share that information with the department. Thanks to their efforts, school AODA programs continue to improve in Wisconsin schools and students receive quality services.

Introduction

This publication reports the progress Wisconsin school districts have made toward providing programs that address alcohol and other drug abuse (AODA). It begins with an explanation of the problem and a description of Wisconsin's model for addressing this problem. Programs within districts are evaluated using the model as a standard. Data from previous years allows comparisons indicative of progress within a district.

Alcohol and other drug abuse is one of the most widespread problems facing our country today. It is a problem that affects every segment of our society, regardless of gender, socioeconomic status, religion, race, ethnicity, or age. AODA issues are associated regularly with suicides, spousal and child abuse, assaults, drownings, rapes, traffic fatalities, and murder.

Not surprisingly, research has conclusively shown the physical and psychological health of our youth is best served by preventing alcohol and other drug use. Despite this fact, youth are confronted with AODA issues daily. According to a 1991 study by the National Institute on Drug Abuse, in the past 30 days 14% of 8th graders and 28% of 12th graders used cigarettes, 25% of eighth graders and 54% of twelfth graders used alcohol, and 3% of eighth graders and 14% of twelfth graders used marijuana (U.S. Department of Health and Human Services, 1992).

This is not a problem found only in large metropolitan areas of other states. Periodic surveys of Wisconsin students confirm that alcohol and other drugs pose a problem for rural, urban, and suburban youth of Wisconsin as well. The most recent survey (1993) indicates that alcohol continues to be the drug of choice for Wisconsin youth. In addition, the use of tobacco in all forms has risen compared to surveys in 1989 and 1991. Results of the most recent survey will be published early in 1994 in *Wisconsin Youth Risk Behavior Survey Results 1993*.

In addition to being widespread, the problem also is exceptionally complex. Alcohol and other drugs permeate the lives of Americans in medicines, foods, and beverages (e.g., the caffeine in coffee and tea). The lines distinguishing between medicines, foods, and beverages are not so clearly drawn, making "use" or "don't use" choices difficult if not impossible.

All of this is further complicated by conflicting messages students receive about alcohol and other drugs from various segments of society. Guided by state statutes, the DPI advocates a "no use" policy for youths younger than 21 and encourages school districts to reflect that policy in their programs. But students also are influenced by parents and other adults; mass media; companies that sell alcohol, tobacco and other drugs; heroes; and peers.

A recent survey indicates that some parents may be sending mixed messages about alcohol consumption. The DPI commissioned a telephone survey of 600 Wisconsin parents of public school children during December 1992 and January 1993. Parents in our state seem to be torn between the safety of their children and the illegality of alcohol consumption before the age of 21. The majority of parents felt public schools should advocate abstention from alcohol until 21. However, most of those parents also felt young people will experiment with alcohol no matter what parents and schools do, and would thus rather have their children doing so safely (i.e., at home with supervision, not driving afterwards, and not overdoing).

Advertisers bombard today's youth with messages that say drinking alcohol is not only acceptable but even glamorous, that smoking cigarettes is a sign of maturity and sophistication, and that taking diet pills is a legitimate method of losing weight. Students' adult heroes, such as entertainers and sports figures, often endorse and glorify alcohol and other drugs when they appear in beer commercials or play baseball while chewing tobacco. Perhaps the greatest pressures come from the students' peers, some of whom see alcohol or other drugs as a normal part of life.

The Wisconsin Model

Facing the depth and complexity of these problems, the only possible solution is a unified, cooperative, strategic, and comprehensive program to deal with all the issues related to alcohol and other drugs. First, the solution must match the complexity of the problem. There are no quick or easy answers. Information and warnings about the dangers and ramifications of using alcohol and other drugs simply are not enough. This was confirmed in the 1970s when a succession of prevention programs proliferated across the country, each purporting to have the final solution to the "drug problem." Each involved a different approach, scare tactics, "get-tough" policies, values clarification, instruction in decision-making, and so forth. Each new "solution" was implemented without evaluation data to prove its effectiveness, or was followed shortly thereafter by studies demonstrating either no effect or actual increases in student drug use. A more comprehensive approach was needed.

Second, the solution must reach all depths of society. For schools, this means not only the older

students in high school but students of every grade who are affected by issues related to alcohol and other drugs–in other words, every student, all the way down into the elementary grades. Other members of the school community must be reached, too, including teachers, coaches, custodians, cooks, secretaries, administrative staff, and so forth. Moreover, for a program to have a truly significant impact on all students, it must extend to parents and the community at large, for they all contribute substantially to the students' general environment.

Third, the solution must cover all contingencies. It should not focus solely on alcohol and other drug abusers. Many other groups of people should be specifically targeted, including those recovering from chemical dependency, the misusers on the path to abuse, the users flirting with misuse, and even the nonusers, who may be tangibly influenced by other people's use. Another target group consists of those with other needs and problems not necessarily related to alcohol and other drugs, though they may very well be in the future. The activities and services already established in a comprehensive AODA program can easily be adapted to deal with a wide variety of issues.

Fourth, the solution must respect and acknowledge individual and cultural differences. To effectively reach all populations, an attitude of concern, respect, and advocacy is needed. A comprehensive AODA program for students in kindergarten through grade twelve (K-12) needs to recognize the uniqueness of every student. AODA staff should closely examine their own district to discover what individual and cultural diversity exists. In addition, school personnel must become sensitive to any biases they may hold and the effect these attitudes may have on their interactions with co-workers, students, parents, and other community members.

Furthermore, since many activities and services in a comprehensive AODA program are strongly oriented toward personal growth, interpersonal relationships, education, and even just plain fun, they can be attractive to all students, including those who have no particular problems, AODA-related or otherwise. Bringing in such students enriches the lives of all participants, creates a better school climate, and increases the overall effectiveness of the alcohol and other drug programs.

The Wisconsin Model for a Comprehensive K-12 AODA Program (see Figure 1) was developed by DPI in response to the overwhelming research indicating a comprehensive program is essential to effectively address the complex problem of alcohol and other drug abuse. The Wisconsin Model incorporates what research advocates for addressing this issue and, if properly implemented and evaluated, provides effective strategies for reducing alcohol and other drug use. The model acknowledges that there is no easy solution to the complex problem of alcohol and other drug abuse in our state. Instead of describing one "best" approach, the Wisconsin Model provides a framework and guidelines that allow the individual community to develop the best approach to meet its needs.

Effective prevention efforts require comprehensive, integrated, and collaborative strategies that deal with schools, media, public and private sectors, legal and judicial systems, health care providers and families, and provide clear and consistent messages from several networks. This can best be accomplished if there is a coordinating group, with representatives from all the different segments of the community, which serves as the driving force behind the implementation of an entire spectrum of AODA programs. Just as the strength of a fabric is predicated on the interconnections of the individual threads, the strength of a coordinating group will be based on the interconnections of the individuals and their agencies representing all segments of a community. This group can provide constant coordination and leadership of prevention activities and is represented in the Wisconsin Model by the AODA advisory committee.

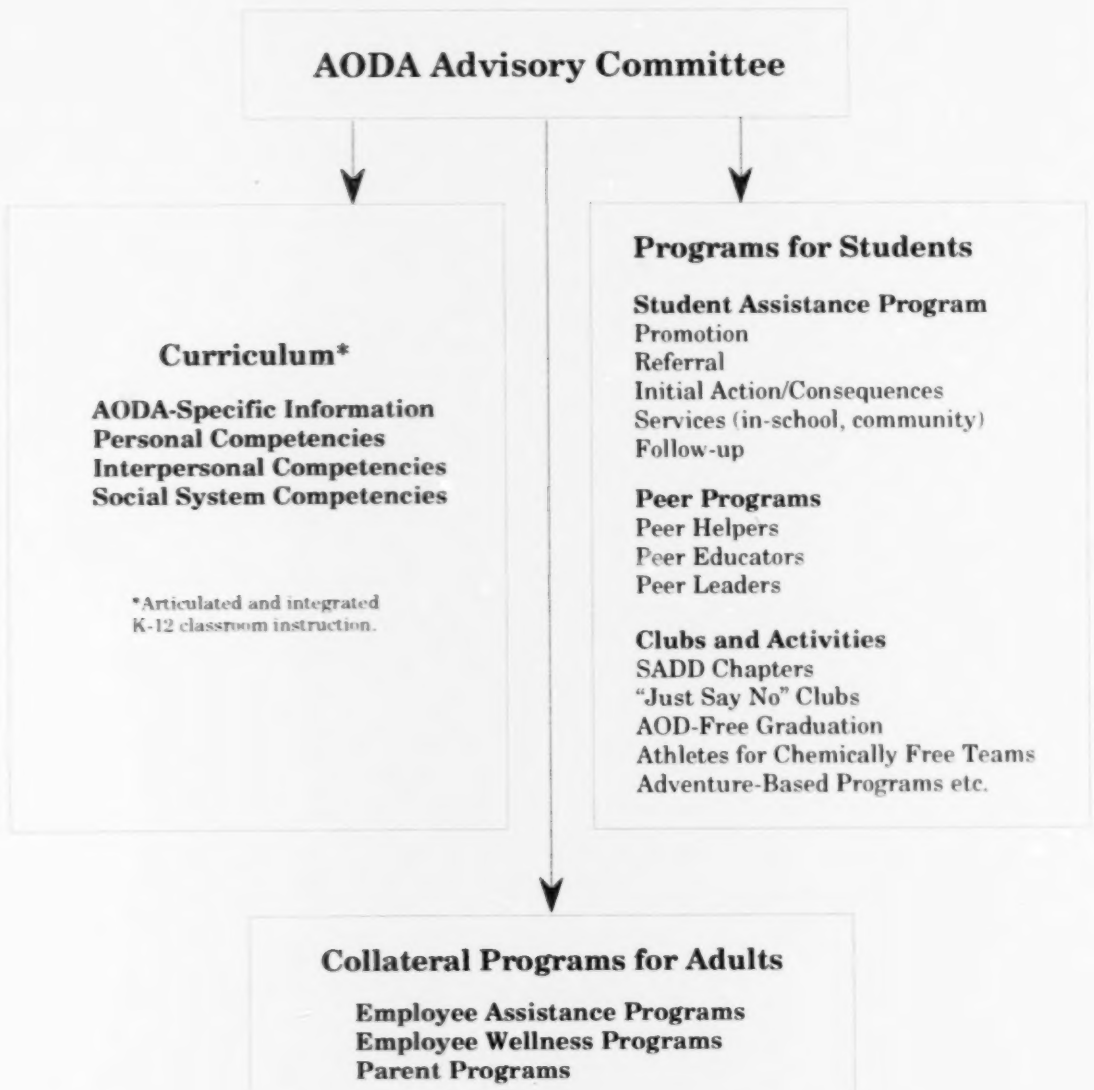
The Wisconsin Model recommends a developmentally appropriate and sequential K-12 curriculum that is based on skills including communication, problem-solving, decision-making, self-reflection, critical thinking, dealing effectively with peer pressure and positive self-esteem development. Furthermore, in addition to the curriculum addressing the social influences of peers and family on alcohol and other drug abuse, it should also emphasize the importance of examining the influences of large groups, community norms, mass media and social networks.

Although the presence of a K-12 curriculum is necessary, the school is free to choose which curriculum they wish to use. The curriculum should be based on current, accurate information and avoid scare tactics, stereotyping and moralizing. Ideally instruction should be integrated within existing curricula and related activities addressing developmental guidance, health, science, social studies, driver's education, physical education, children at risk, youth suicide prevention, and school-age parents.

To complement the curriculum, the Wisconsin Model includes prevention and early intervention programs for students including K-12 student assistance programs; peer programs including peer leaders, peer helpers and peer educators to empower students in developing and delivering the AODA

Figure 1

The Wisconsin Model for a Comprehensive K-12 AODA Program



program; and alternative activities and student clubs with a specific AODA focus.

Finally, given the important role adults play in prevention efforts, a comprehensive prevention program would not be complete without offering adults programs that promote AODA-specific education and positive role-modeling. Examples of such programs include employee wellness programs, employee assistance programs, and AODA programs for parents or other significant adults.

The advisory committee, integrated curriculum, complementary prevention and intervention programs, and adult education and programs work together in the Wisconsin Model to exemplify many of the key components and strategies noted in recent research. Some of that research can be found in the references listed at the end of this report.

The Checklist

Developing comprehensive AODA programs within school districts is a process that takes place over time and is never truly completed. School districts lack the financial or staff resources to fully develop and implement a comprehensive AODA program in any given school year. School-community partnerships take time to develop and need to be nurtured. School staff, parents, and community members require training at various levels and do not all possess the time nor the motivation simultaneously. Once a comprehensive AODA program is established, the ongoing process of assessment and subsequent programming continues as new staff members require training, curriculum needs to be updated, and new challenges necessitate additional school-community collaborative solutions.

The Comprehensive AODA Program Checklist (see Figure 2) was developed to help schools with the lengthy and complex planning, implementation, and evaluation process. The checklist's 46 items describe a comprehensive K-12 AODA program. School district representatives can rate their program from "4" (yes, criterion is met) to "0" (no, criterion is not met).

Specifically, the checklist can be used to:

- assess strengths and weaknesses in AODA programming.
- devise a long-range plan of program development to address weaknesses.
- document program needs for state and federal grant applications.
- assess district progress in program improvement over time.
- publish results to inform the community of district efforts and progress.
- publish results to generate community support and involvement in programs.
- publish results to inform the community of what constitutes a comprehensive AODA program.

Wisconsin school districts are asked to complete the checklist annually as a self-assessment of the degree to which they have achieved their goals in comprehensive AODA programming. They are advised to complete the checklist through a process that includes:

- utilizing the district AODA advisory committee, core team or another K-12 planning group to achieve consensus on the score for each item;
- developing consistent standards and a process for using the checklist that may be communicated to those not involved in using the instrument; and
- seeking community and student input in measuring the degree to which the program meets district standards for each item.

Ratings can be used to measure both the comprehensive program and the basic framework formed by the eight key items that are highlighted on the checklist. To help district representatives rate themselves on the eight key items, they received the information in Figure 3 along with the request to complete the checklist. School districts were given the following directions for rating themselves:

Using the standards developed for each item, determine the extent to which that standard has been achieved. A score of 4 indicates the standard has been met. A score of 0 is used when no progress has been made in meeting the standard. Scores of 1, 2, or 3 indicate the degree of progress made towards achieve-

Figure 2

Comprehensive AODA Program Checklist (PI-2389)

I. IMPLEMENTATION AND INTEGRATION					
Criteria	Degree Criterion is Met. *Circle* appropriate number.				
	Yes	To Some Degree			No
1. Student use and attitude survey has been conducted within the past three years.	4	3	2	1	0
2. Ongoing informal/formal appraisal conducted on a regular basis.	4	3	2	1	0
3. Staff, students, and community informed of appraisal.	4	3	2	1	0
4. Records are kept for evaluation of program.	4	3	2	1	0
5. Advisory committee formed with broad community and school representation.	4	3	2	1	0
6. District has an Alcohol and Other Drug Abuse (AODA) policy for students that emphasizes nonuse and provides avenues for referral and assistance.	4	3	2	1	0
7. District has an AODA policy for employees that provides avenues for referral and assistance.	4	3	2	1	0
8. Policies were developed with input from school and community personnel.	4	3	2	1	0
9. Policies are clearly communicated to staff, students, and parents on an annual basis.	4	3	2	1	0
10. District has developed a long-range plan for comprehensive AODA programs which include training and release time.	4	3	2	1	0
11. District has an AODA coordinator with adequate release time.	4	3	2	1	0
12. AODA program is integrated with other school programs such as At Risk, School Age Parents, and academic subjects.	4	3	2	1	0
13. AODA program is integrated with outside agencies such as law enforcement, social services, justice, etc.	4	3	2	1	0
II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS					
1. Parents are provided educational opportunities for learning about AODA.	4	3	2	1	0
2. District offers general awareness programs to the community, staff, students, and parents.	4	3	2	1	0
3. District has ongoing parent programs.	4	3	2	1	0
4. Parents have an active role in implementing some components of the AODA program.	4	3	2	1	0
5. District has an Employee Assistance Program.	4	3	2	1	0
6. District has peer programs such as peer helpers, peer educators, etc.	4	3	2	1	0
7. District provides drug free alternative activities & AODA-related clubs.	4	3	2	1	0
8. District has K-12 Student Assistance Program (SAP) in place.	4	3	2	1	0
9. Teachers are provided stipends/release time to cofacilitate groups.	4	3	2	1	0
10. Basic AODA training opportunities are made available by district.	4	3	2	1	0
11. Advanced AODA training opportunities are made available by district.	4	3	2	1	0
12. Group facilitation training opportunities are made available by district.	4	3	2	1	0
13. AODA curriculum training opportunities are made available by district.	4	3	2	1	0
14. Peer training opportunities are made available by district.	4	3	2	1	0

II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS (continued)

Criteria	Degree Criterion is Met. *Circle* appropriate number.				
	Yes	To Some Degree			No
15. AODA coordinator has been provided with adequate AODA training.	4	3	2	1	0
16. Inservices on AODA provided annually to all teachers and staff.	4	3	2	1	0
17. District administrator has participated in AODA training.	4	3	2	1	0
18. All school staff have participated in AODA training.	4	3	2	1	0
19. Students have participated in AODA training.	4	3	2	1	0
20. School board members have participated in AODA training.	4	3	2	1	0
21. Student athletes have received AODA training.	4	3	2	1	0
22. All coaches have received AODA training.	4	3	2	1	0
23. All building principals have received AODA training.	4	3	2	1	0
III. AODA CURRICULUM					
1. District has a K-12 AODA specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.	4	3	2	1	0
2. AODA curriculum is provided for all students including exceptional and gifted and talented.	4	3	2	1	0
3. Curriculum is up to date and accurate.	4	3	2	1	0
4. Curriculum is reviewed periodically to check for relevance and effectiveness.	4	3	2	1	0
5. Coordinates with and involves other disciplines at each grade level (e.g., health, literature, science, social studies).	4	3	2	1	0
6. Includes a continuum of knowledge and life skill competencies which will affect the decisions students have to make about AODA issues.	4	3	2	1	0
7. Contains a mechanism for continuing evaluation and revisions of curriculum material to incorporate current information.	4	3	2	1	0
8. Demonstrates sensitivity to the specific needs of the local school and community in terms of cultural appropriateness and local AODA problems.	4	3	2	1	0
9. Includes appropriate information on intervention and referral services including community AODA programs.	4	3	2	1	0
10. Uses peer education with students trained to provide information, facilitate discussion, and demonstrate skills to other students.	4	3	2	1	0

TOTALS

For DPI Use		
	DISTRICT TOTAL— Add the Total Score from Sections I, II, & III	
	Total Points Possible	184

CERTIFICATION SIGNATURES

Signature of District/Agency Administrator ➤	Date Signed
Signature of District AODA Coordinator ➤	Date Signed

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Figure 3

Sample Standards for Responding to Key Items on the Comprehensive AODA Program Checklist (PI-2389)

I.5 District has an advisory committee formed with broad community and school representation. The committee

- is reflective of the school and community make-up and includes major forces within the community (examples include clergy, parents, service organizations, police, various cultural and ethnic groups, school board members, school staff members, and administrators).
- has a clearly identified role and function.

II.3 District has ongoing parent programs. The programs:

- serve parents of all K-12 students.
- provide a variety of opportunities including networks, support groups, and training.

II.5 District has an Employee Assistance Program (EAP). The program:

- offers services for all district employees.
- annually updates all employees about the services available.
- provides employees with a clear understanding of how the EAP functions including how to access the program.
- is supported by district policies.
- meets the needs of and conforms to the character and customs of the school district.

II.6 District has peer programs such as peer helpers or peer educators. The programs:

- provide training for students and staff members involved in the programs.
- involve peers who represent a cross section of social, ethnic, cultural, and gender diversity.
- operate in all grades, K-12.
- are integrated with other district AODA program components.

II.7 District provides drug-free alternative activities and AODA-related clubs. The activities and clubs:

- are school- or community-sponsored.
- have an AODA focus.
- are available for all students, K-12.
- are offered throughout the school year. Examples include Students Against Driving Drunk (SADD), Just Say No Club, lock-ins, drug-free dances, Project Graduation, and activities by athletes promoting chemically free teams.

II.8 District has in place a K-12 Student Assistance Program (SAP). The program:

- is offered to all students, K-12 .
- is AODA-inclusive.
- focuses on support and education.
- provides group and individual assistance.
- addresses the full range of AODA problems.
- has established internal and external referral systems.

III.1 District has a K-12 AODA-specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level. (Standards are listed below with Item III.2)

III.2 AODA curriculum is provided for all students, including those considered "exceptional" and "gifted and talented." The curriculum:

- is commercially or locally developed and includes goals, objectives, or outcomes specific for each grade level.
- includes AODA-specific information, personal competencies, interpersonal competencies, and social system competencies at each grade level.
- is a part of learning programs for students with exceptional educational needs, who receive homebound instruction, and who speak English as a second language.

Analysis of Data

The Comprehensive AODA Program Checklist provides school districts statewide with a uniform self-assessment instrument to measure the degree to which they have achieved their goals in comprehensive AODA programming. Districts have voluntarily completed checklists annually the past three school years, providing data to assess current programs and also to analyze progress since 1990-91. Data indicates Wisconsin school districts progressed both in establishing basic frameworks for comprehensive AODA programs and improving the quality and depth of existing components of AODA programs.

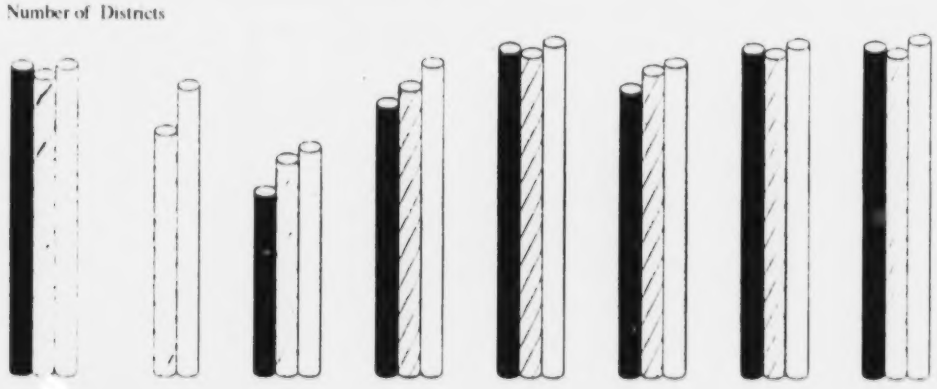
School districts are considered to have in place the **basic framework** for a comprehensive AODA program if they have rated themselves a "1" or higher on all eight of the key items. Scores that include the remaining 38 items on the checklist indicate the depth and quality of the AODA program development. Figures 4 and 5 depict the achievement districts have made at those two levels. The figures also chart progress made from the 1990-91 to the 1992-93 school years.

For all eight key items, a greater number of school districts rated themselves a "1" or higher in 1992-93 than in either of the two previous years (see Figure 4). The overall quality of AODA programs in Wisconsin school districts has improved as well. A total of 305 school districts ranked at or above the 60th percentage point in 1992-93, indicating stronger programs, compared to 287 in 1991-92 and 244 in 1990-91 (see Figure 5). A similar comparison shows 187 school districts to be at or above the 70th percentage point in 1991-92 versus 212 in 1992-93, an increase of 25 school districts in one year. The state average for total points scored in 1992-93 was 125 or 68%, compared to 114 (62%) in 1990-91 and 123 (67%) in 1991-92.

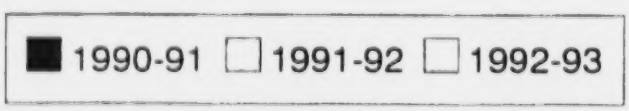
The graphs in Appendix A further illustrate data reported by districts. The 218 districts that rated themselves "1" or higher for all eight key items in 1992-93 (see Appendix A-1) compare to 191 districts

Figure 4

Progress Toward Comprehensive AODA Programs. A Year-to-Year Comparison of Ratings of "1" or Higher for Eight Key Items.



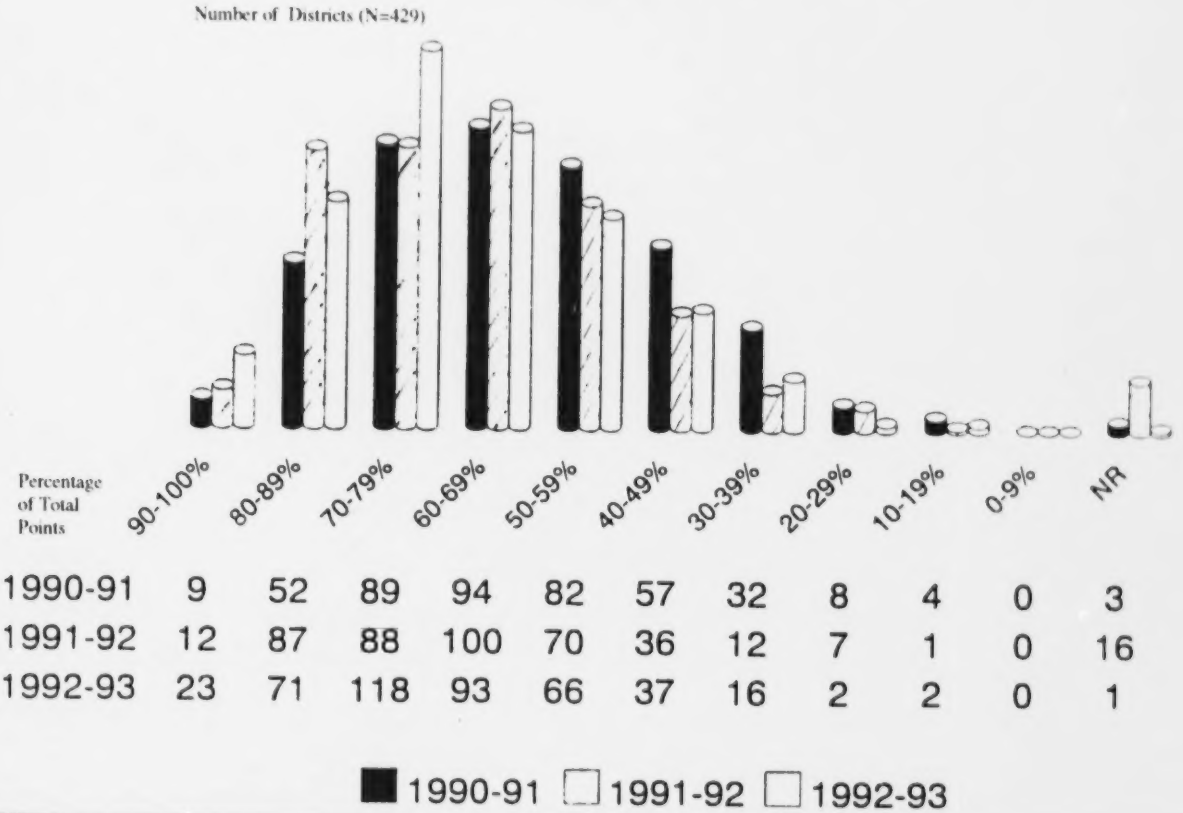
Item	I.5	II.3	II.5	II.6	II.7	II.8	III.1	III.2
1990-91	388		228	341	412	361	412	415
1991-92	377	306	270	363	406	384	406	407
1992-93	390	364	285	393	420	394	418	424



I.5, Advisory Committee; II.3, Ongoing Parent Programs; II.5, Employee Assistance Program; II.6, Peer Programs; II.7, Drug-Free Alternatives; II.8, Student Assistance Programs; III.1, AODA-Specific Curriculum; III.2, AODA Curriculum for All.

Figure 5

Progress Toward Comprehensive AODA Programs. A Year-to-Year Comparison of Districts' Total Scores on the AODA Program Checklist.



at that same level in 1991-92, an increase of 27. The DPI is not authorized to grant state or federal funds to school districts to develop employee assistance programs (EAPs). Excluding the question about EAPs, 305 districts rated themselves "1" or higher on the seven remaining items in 1992-93 compared to 255 districts in 1991-92, an increase of 50. For all 46 checklist items, 182 of those 218 districts with basic frameworks ranked at or above the 60th percentage point in 1992-93 (Appendix A-2) compared to 172 in 1991-92.

Appendices A-3 to A-10 provide further analysis of data for the eight key items identified earlier in this report. As measured by scores of "0," districts seem to be having the most difficulty developing EAPs (143 districts rating themselves "0"), parent programs (64), advisory committees (38), peer programs (35) and student assistance programs (34). Using this as a measurement of progress, two areas showed a significant reduction in districts rating themselves "0". In 1991-92, 107 districts rated themselves "0" in parent programs, 43 more than in 1992-93. Similarly, 15 more districts rated themselves "0" in peer programs in 1991-92 compared to 1992-93.

When looking at how many districts rated themselves "3" or higher on the eight key items, all areas showed progress, especially parent programs and EAPs, as shown in Table 1. Appendix B lists the 1992-93 average statewide scores for each item on the checklist. Fourteen of the 46 total items (i.e., 30%) averaged at least a score of 3.00, indicating the aspects of a comprehensive AODA program represented by those items are relatively well developed across the state. These items are listed in Figure 6 with their respective average scores.

In general, the strongest aspects of Wisconsin school districts' AODA programs appear to be administration of student use and attitude surveys, district policies, integration with the community, provision of alternative activities and clubs, training opportunities, and curriculum.

Six of the 46 total items (i.e., 13%) averaged less

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Table 1
Number of Districts Rating Selves "3" or Higher on Eight Key Items

Item	Area	1991-92	1992-93	Change	Appendix
I.5	Advisory Committee	265	288	+23	A-3
II.3	Parent Programs	111	162	+51	A-4
II.5	Employee Assistance Programs	130	179	+49	A-5
II.6	Peer Programs	244	272	+28	A-6
II.7	Alternative Activities	304	327	+23	A-7
II.8	Student Assistance Programs	265	271	+6	A-8
III.1	K-12 AODA Curriculum	303	308	+5	A-9
III.2	AODA Curriculum for all	333	341	+8	A-10

than an average score of 2.00, indicating the aspects of a comprehensive AODA program represented by those items that are relatively less developed across the state. Those items are listed in Figure 7 along with the average scores. **The weakest aspect of school district AODA programs appears to be full participation in training and employee assistance programs.**

In summary and as last year, school districts continue to report improvement statewide both for establishing basic frameworks of comprehensive AODA programs and improving the depth and quality of their programs. And while relatively higher numbers of school districts continue to report no progress toward employee assistance programs, parent programs, peer programs, AODA advisory

Figure 6

Items with Responses Averaging "3" or Higher. 1992-93 Responses to the Comprehensive AODA Program Checklist (PI-2389).

Criterion		Degree Criterion is Met
I.6.	District has an Alcohol and Other Drug Abuse (AODA) policy for students that emphasizes nonuse and provides avenues for referral and assistance.	3.65
I.1.	Student use & attitude survey has been conducted within the past three years.	3.47
II.15.	AODA coordinator has been provided with adequate AODA training.	3.43
II.10.	Basic AODA training opportunities are made available by district.	3.41
III.2.	AODA curriculum is provided for all students including exceptional and gifted and talented.	3.27
III.3.	Curriculum is up to date and accurate.	3.25
I.8.	Policies were developed with input from school and community personnel.	3.24
II.12.	Group facilitation training opportunities are made available by district.	3.22
III.6.	Includes a continuum of knowledge and life skill competencies which will affect the decisions students have to make about AODA issues.	3.21
II.11.	Advanced AODA training opportunities are made available by district.	3.12
II.7.	District provides drug free alternative activities & AODA-related clubs.	3.10
I.13.	AODA program is integrated with outside agencies such as law enforcement, social services, justice, etc.	3.09
III.4.	Curriculum is reviewed periodically to check for relevance and effectiveness.	3.07
III.1.	District has a K-12 AODA specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.	3.00

Figure 7

Items with Responses Averaging Less Than "2." 1992-93 Responses to the Comprehensive AODA Program Checklist (PI-2389).

Criterion		Degree Criterion is Met
II.5.	District has an Employee Assistance Program	1.92
II.16.	Inservices on AODA provided annually to all teachers and staff	1.91
II.21.	Student athletes have received AODA training	1.90
II.18.	All school staff have participated in AODA training	1.83
II.22.	All coaches have received AODA training	1.76
II.20.	School board members have participated in AODA training	1.11

committees, and student assistance programs, more districts reported having the individual basic components in place in 1992-93 compared to 1991-92, especially in the areas of parent programs and peer programs.

In addition to this report, DPI sends districts feedback about the respective assessments and about how their scores compare to statewide averages (see Appendix C). Scores from all three years are provided to allow school districts to assess their respective progress from one year to the next. The information also may facilitate networking among school districts as they pursue common goals. Additional information about individual school districts AODA programs can be obtained from *Alcohol & Other Drug Abuse Programs and People: A Profile of Resources in Wisconsin School Districts*, mailed to districts during the 1992-93 school year. This publication will be updated biennially. **Because of the self-reporting nature of the checklist and the freedom school districts have to establish their own benchmarks, comparisons between school districts may not be accurate or appropriate.**

The continued cooperation of school district officials who annually complete and submit the checklist and DPI staff members who analyze the data will allow ongoing assessment of progress in developing comprehensive AODA programs in districts and, consequently, the state. A total of 428 out the eligible 429 school districts and state schools submitted checklists in 1992-93, making this report the most complete to date.

Resources for Districts

The Wisconsin Model for a Comprehensive K-12 AODA Program, described in the introduction, is promoted through DPI 's "Count on Me" Program and the Wisconsin AODA Education Network. The DPI and the network offer leadership and resources toward that goal, as do the Alliance for a Drug-Free Wisconsin, the Wisconsin Clearinghouse, and the Midwest Regional Center.

The Wisconsin Department of Public Instruction

The goal of DPI's "Count on Me" Program is to establish comprehensive K-12 AODA programs in every school district in the state. This reflects the belief that the state must be able to count on many segments of society to stop youth from abusing alcohol and other drugs.

The DPI provides districts with technical and financial assistance, conferences, and publications. Department consultants provide technical assistance through telephone calls and personal visits to schools. Consultants also plan workshops as needed to guide schools with such projects as assessing needs and developing policy, curriculum, or grant proposals. They also work with staff members from the Department of Health and Social Services to sponsor workshops addressing critical issues regarding student assistance programs and training. Table 2 lists staff members in the Bureau for Pupil Services who work with AODA programs. Their primary responsibilities and telephone numbers are included also.

The DPI provides school districts with opportunities for financing their AODA programs through a variety of grants. Every school district in Wisconsin is eligible for entitlement funds available through the federal Drug-Free Schools and Communities Act of 1986. The amount is based upon student enrollment and population characteristics.

Competitive state grants allow school districts to develop or expand their AODA programs with grants awarded largely according to demonstrated need. In addition to grants for funding comprehensive K-12 AODA programming, grant programs fund specific prevention and intervention programs for:

- after-school and summer school programs;
- Drug Abuse Resistance Education (DARE), a collaboration with local law enforcement agencis; and
- programs for families and schools together, provided cooperatively with mental health and AODA specialists.

Two grant programs are administered by DPI through the Wisconsin AODA Education Network. Youth minigrants enable groups of students to develop and implement projects for fellow students. Training fellowships reimburse educators for tuition incurred for AODA-related graduate study.

The AODA Program-Sharing Conference in November brings together professionals from schools and community agencies. The participants share successful programs, practices, and strategies for helping youth combat alcohol and other drug abuse and related problems. The Department of Public Instruction also co-sponsors youth conferences with the Department of Transportation, the Wisconsin Interscholastic Athletic Association, and the University of Wisconsin-Stevens Point.

Each school district received copies of *Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide* and *A Guide to Curriculum Planning in Alcohol and Other Drug Abuse*. Additional copies can be ordered through DPI publications at 1-800-243-8782.

Table 2

DPI Staff Members Who Work with AODA Programs

Mike Thompson	Section Chief	(608) 266-3584
Susan Fredlund	State Discretionary Grants	(608) 267-9242
Mary Kleusch	State Discretionary Grants	(608) 266-7051
Randy Thiel	Alcohol/Traffic Safety	(608) 266-9677
Steve Fernan	Federal Drug-Free Schools	(608) 266-3889
Nic Dibble	Federal Drug-Free Schools	(608) 266-0963

The Wisconsin AODA Education Network

In fall 1988, the Department of Public Instruction established the Wisconsin AODA Education Network as part of its "Count on Me" initiative. As a strong component of the Department of Public Instruction's strategy to prevent alcohol and other drug abuse among the state's youth, the network was designed to provide sharing of information, pooling of resources, and technical assistance to school districts developing local K-12 comprehensive AODA programs.

The network is organized and operated by DPI staff and 12 regional facilitators hired by the state's 12 Cooperative Educational Services Agencies (CESAs). Organizers are working toward their goal to eliminate alcohol and other drug abuse (AODA) among the state's youth via two objectives:

- Help school districts develop comprehensive AODA programs by providing technical assistance and resources.
- Help develop partnerships at the community, county, regional, and state levels to facilitate cooperation and sharing, maximize resources, and diminish duplication of services. Examples of partnerships include task forces, organizations, ad hoc committees, county councils and advisory councils.

Specifically, network facilitators:

- identify common needs of schools,
- arrange or provide training to meet the needs of individual school districts,
- establish and maintain AODA resources and materials available to school districts,
- serve as a resource to DPI in articulating the department's philosophy and initiatives regarding AODA programming,
- help school districts to organize within counties to work cooperatively with other agencies,
- provide opportunities for school districts to network among themselves,
- establish working relationships with county prevention specialists,
- develop a plan to establish local support for the network,
- provide feedback to DPI concerning program development, and
- assist in disseminating DPI information.

For information about the Wisconsin AODA Education Network, contact your local facilitator or Nic Dibble, AODA education consultant, DPI, at (608) 266-0963. Network facilitators are listed in Appendix D.

The Alliance for a Drug-Free Wisconsin

The Alliance for a Drug-Free Wisconsin encourages individuals to prevent drug abuse in their own communities by developing local alliances. It does this by providing "ordinary" citizens with the technical assistance and resources they need to lead the community out of or away from the nation's drug crisis.

Technical assistance available from the Alliance includes start-up materials, on-site visits, telephone counsel, workshops and conferences, sister-city programs, and networking with private and public organizations.

To join the Alliance a community representative must complete an application form indicating the community has formed a steering committee, developed a purpose statement, researched existing resources, determined local alcohol and other drug problems, and developed an action plan.

The Alliance was created by an historic agreement signed in November 1988 by Governor Tommy G. Thompson, former Attorney General Donald J. Hanaway, and former State Superintendent Herbert J. Grover. For information contact Donna Bestor, State Alliance Coordinator, at (608) 266-9923 or (800) 442-5772.

The Wisconsin Clearinghouse

As the state's prevention resource center on alcohol and other drug abuse, the Wisconsin Clearinghouse publishes and distributes materials from a variety of sources. Clearinghouse publications include booklets, pamphlets, posters, research reviews, fact sheets, and resource lists. The Clearinghouse also distributes curriculum, videos and publications from nationally recognized sources. Known for their high quality and affordability, Clearinghouse materials are purchased by thousands of organizations in all 50 states.

Teachers, parents, counselors, and professionals and volunteers working with student assistance programs can use the Clearinghouse for:

- a catalog of health education, curriculum, and prevention materials for classroom and community use;
- free educational materials;
- information and library services;
- training of trainers;
- technical assistance;

- program and policy research; and
- leadership in coordinating public and private prevention efforts.

Wisconsin's largest library collection of alcohol and other drug abuse materials is located at the Clearinghouse, 315 N. Henry Street in Madison. As Wisconsin's Regional Alcohol and Drug Awareness Resource Network Center, the Clearinghouse is the official distributor for government AODA publications. Like the National Clearinghouse for Alcohol and Drug Information, its federal counterpart, the Wisconsin Clearinghouse has access to the most recent and scientifically up-to-date data and statistics.

Items available to Wisconsin citizens at no charge (in limited quantities) include materials from the Center for Substance Abuse Prevention; the U.S. Departments of Education, Transportation, and Housing and Urban Development; and the National Institute for Drug Abuse. Materials include pamphlets, booklets, and posters; resource guides; research and conference reports; and statistical and policy documents.

In addition to publications, the Clearinghouse provides information via telephone messages. One line serves educators, another serves teens and parents. Both can be accessed toll-free 24 hours each day, seven days each week, by anyone with a push-button phone.

The Midwest Information Line, 1-800-222-4630, offers information for teachers, counselors, administrators, and others concerned about drug-free schools and communities. Practical information addresses subjects ranging from "how to help a student with an alcohol or drug problem" to guidelines on how to select an AODA curriculum or establish a student assistance program. Callers can select from scores of messages about classroom teaching tips, schoolwide prevention education planning and evaluation, AODA policy issues, new technologies for AODA education, and resources.

Young people and parents who dial 1-800-262-TEEN can choose from messages addressing young children and drugs, helping skills, alcohol- and drug-free activities, teen concerns about parents, and facts about alcohol and other drugs. The messages, several available in Spanish, have been recorded by youths, teachers, youth workers, and prevention experts. The Clearinghouse provides the phone lines in cooperation with the Midwest Regional Center for Drug-Free Schools and Communities, a service of the U.S. Department of Education.

The Clearinghouse is administered by the University of Wisconsin-Madison.

The Midwest Regional Center

The Midwest Regional Center for Drug-Free Schools and Communities (MRC) was established by the U.S. Department of Education (ED) to eliminate alcohol and other drug use by young people. The center provides schools and communities in ten states with training for school-community teams, technical assistance, and information. Four initiatives specifically address the needs of rural, urban, Native American, and youth populations.

The MRC's Minneapolis Area Office serves schools and communities in Iowa, Minnesota, and Wisconsin by providing technical assistance and consultation, collaboration and networking, presentations, resources and information, training for school-community teams, and training of trainers. The following training sessions have been developed:

- Alternative School Student Assistance Program Implementation
- Awareness-Prevention Conceptual Framework for Restructuring Schools
- Children of Alcoholics
- Comprehensive Planning for Drug-Free Schools and Communities
- Cultural Factors and ATOD Prevention
- Curriculum Infusion
- Curriculum Selection and Development
- Elementary Student Assistance Program Implementation
- Evaluation
- Gang Awareness
- Parent Involvement
- Policy
- Revitalizing School Student Assistance Program Implementation
- Secondary Student Assistance Program Implementation
- School-Community Collaboration
- Support Group Leadership
- Team Leadership Development
- Teen Suicide and the ATOD Connection

For information contact Kathy Marshall, Associate Director, at 116 University Press Building, 2037 University Ave. SE, Minneapolis MN 55414; (800) 866-2170, (612) 624-0584.

The MRC is funded by ED's North Central Regional Educational Laboratory and administered by The EXCHANGE, the dissemination unit of the University of Minnesota's Center for Applied Research and Education Improvement.

Graphs of Measures of Select Criteria

1. Levels of Attainment among Districts with Basic Frameworks

2. Total Scores Reported by Districts with Eight Key Items

3. Progress in Developing Advisory Committees

4. Progress with Parent Programs

5. Progress with Employee Assistance Programs

6. Progress with Peer Programs

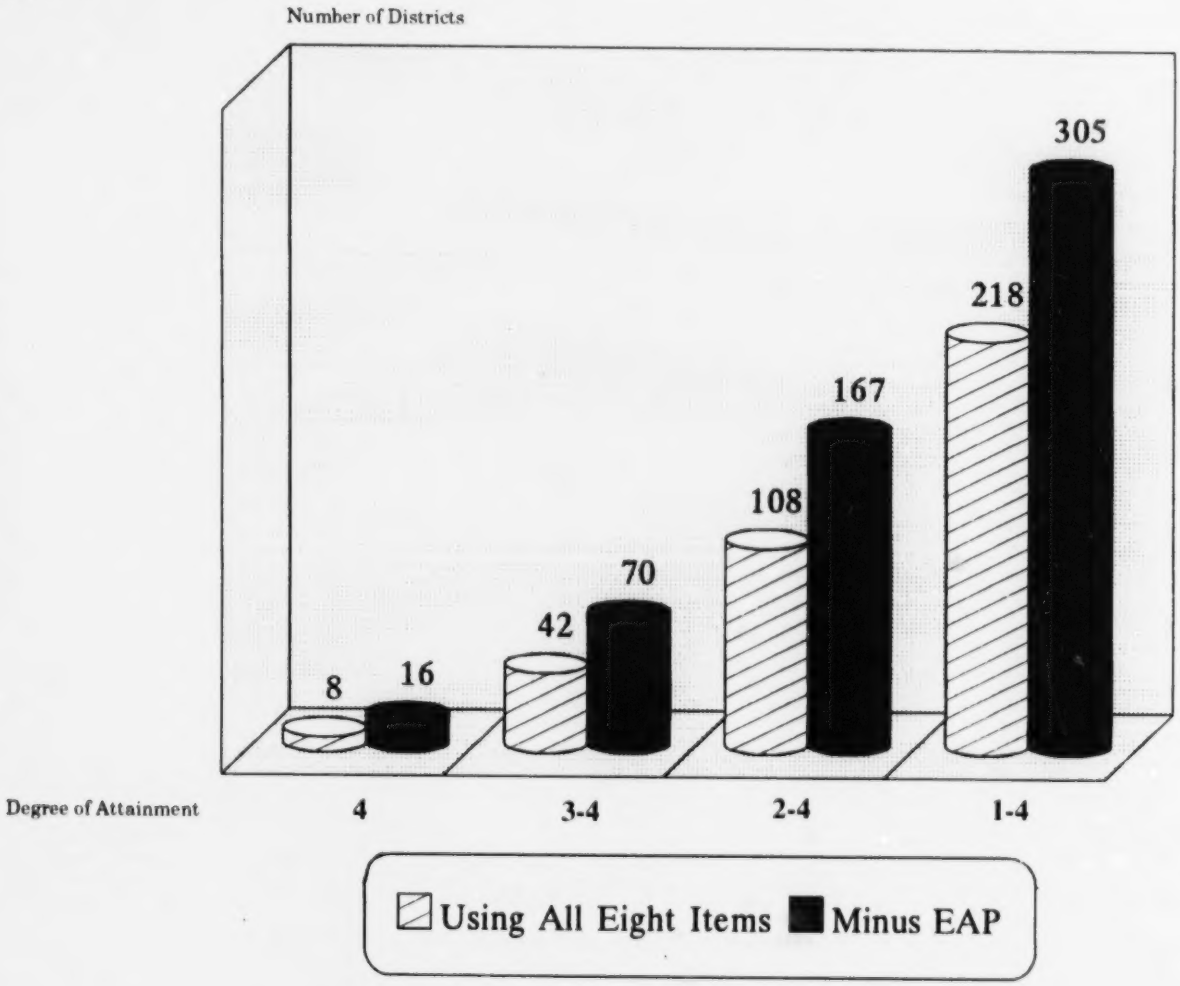
7. Progress in Developing Drug-Free Alternative Activities

8. Progress with K-12 Student Assistance Programs

9. Progress with K-12 AODA-Specific Curriculum

10. Progress with AODA Curriculum for All Students

Levels of Attainment among Districts with Basic Frameworks. Of the 428 districts reporting, 218 (50.9%) rated themselves a "1" or higher on the eight key items that constitute the basic framework for a comprehensive AODA program. Excluding employee assistance programs, which DPI is not authorized to grant funds for, 305 districts (71.3%) rated themselves a "1" or higher.



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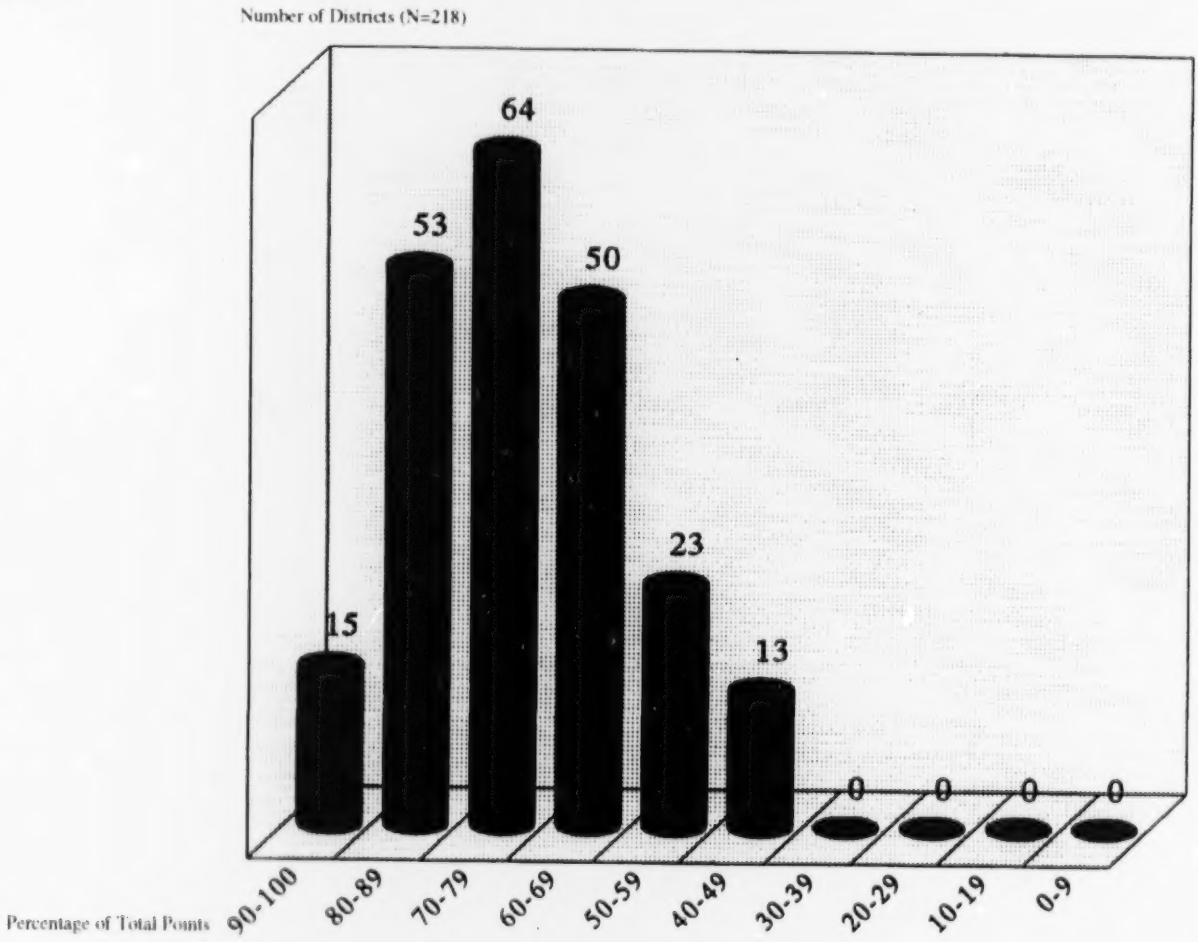
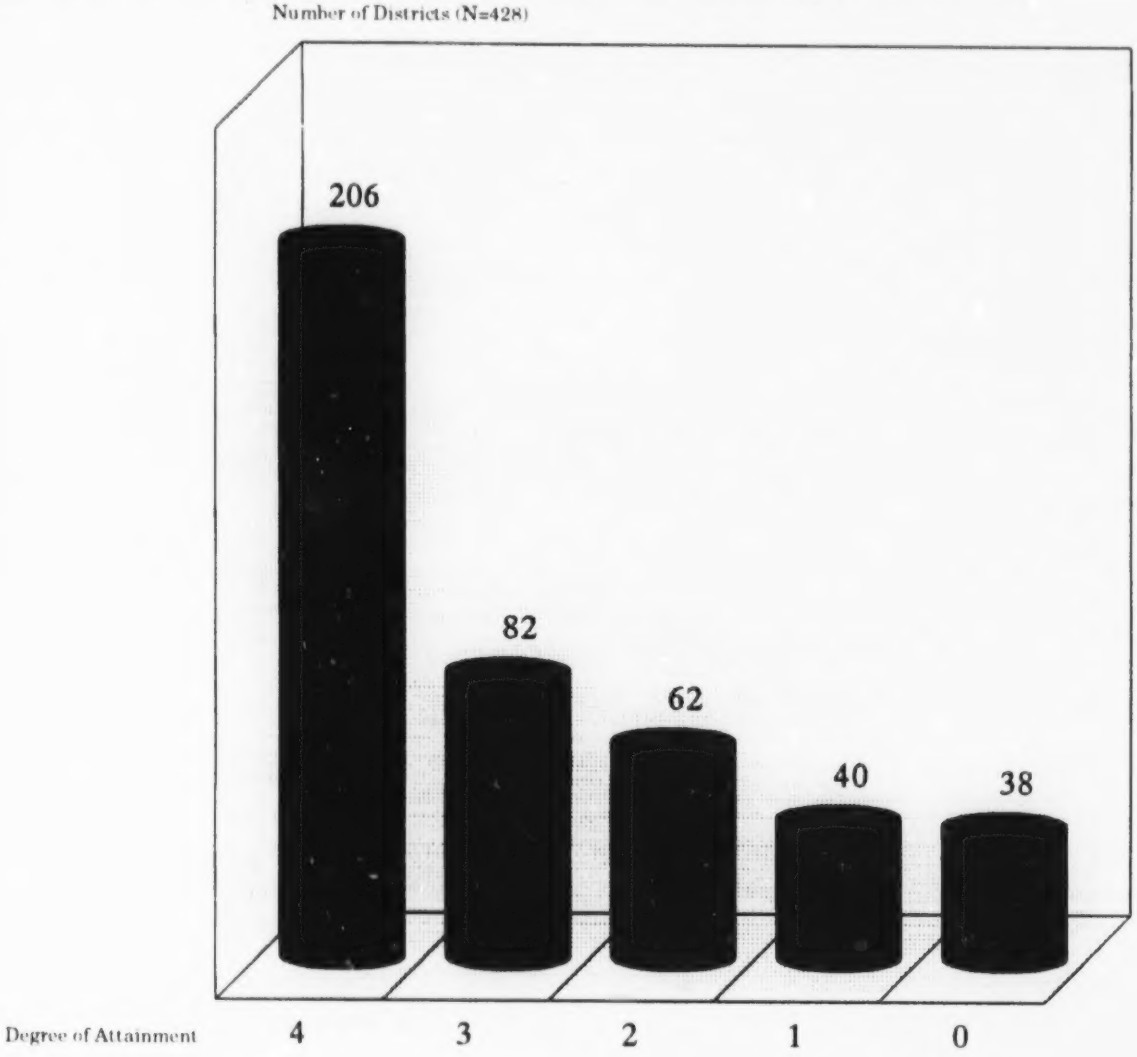
Total Scores Reported by Districts with Eight Key Items. Of the 428 districts reporting, 218 (50%) scored a "1" or higher on all eight key items, indicating that a basic framework for a comprehensive AODA program is in place.

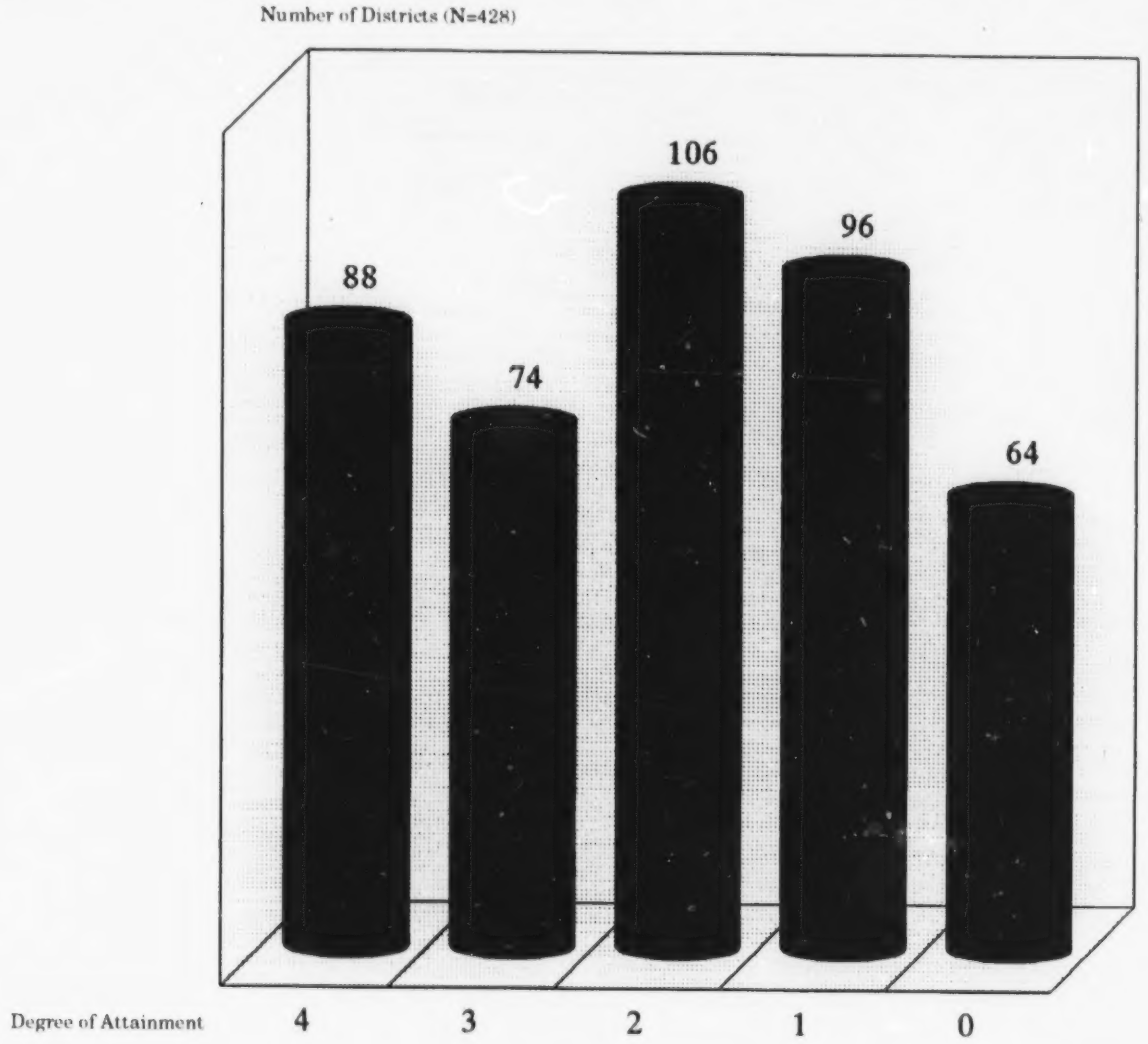


Progress in Developing Advisory Committees. Item I.5: Advisory committee formed with broad community and school representation.

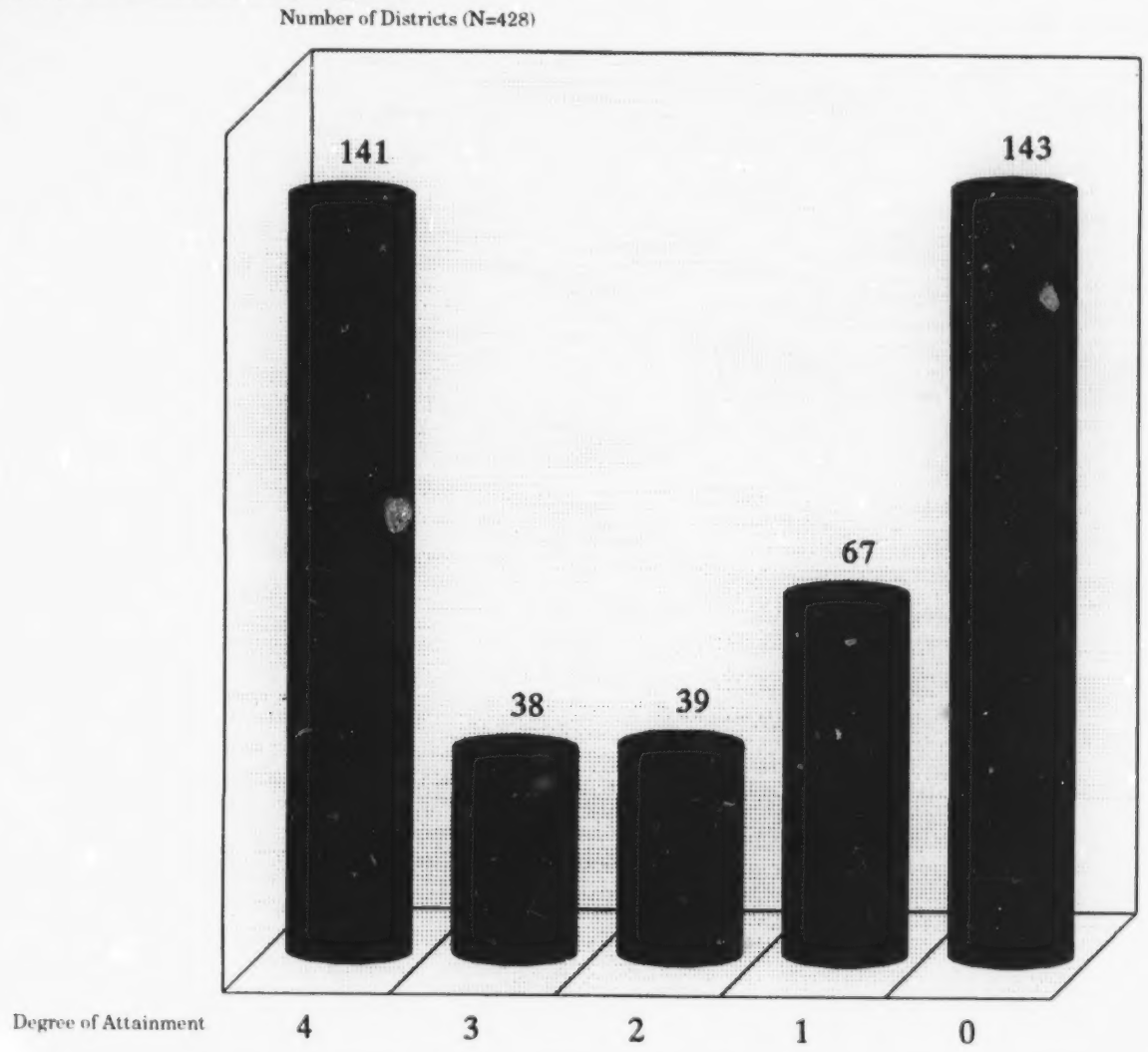


Appendix A-4

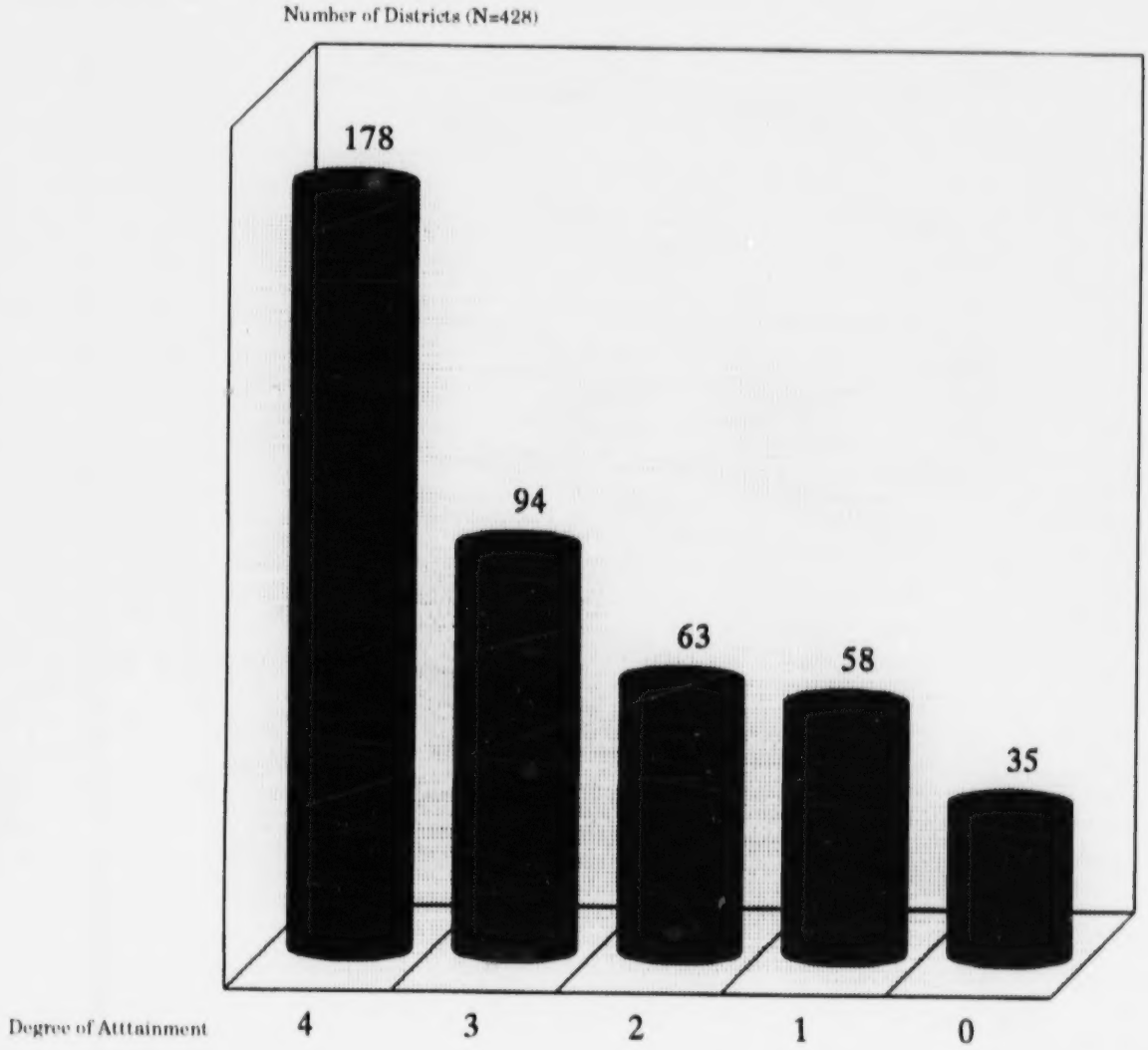
Progress with Parent Programs. Item II.3: District has ongoing parent programs.



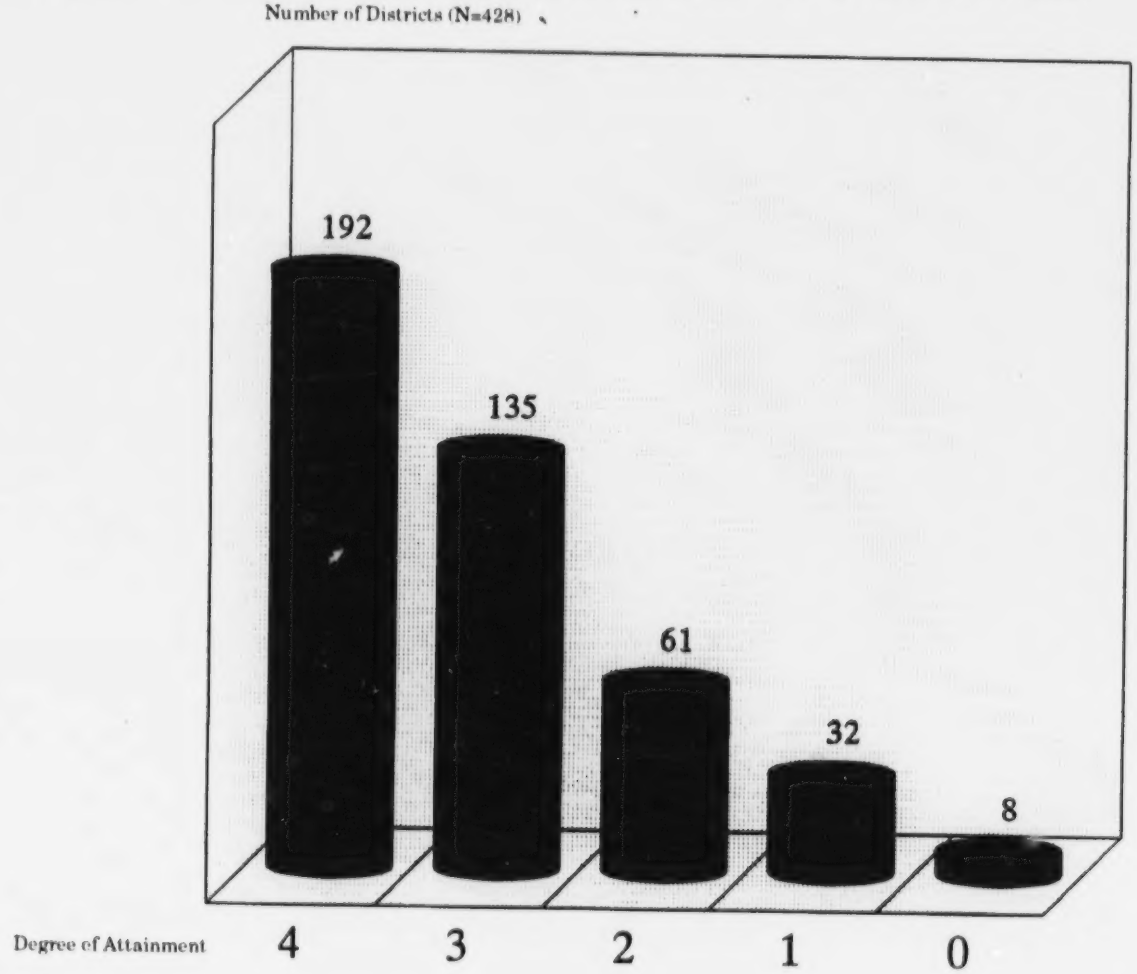
Progress with Employee Assistance Programs. Item II.5: District has an employee assistance program.



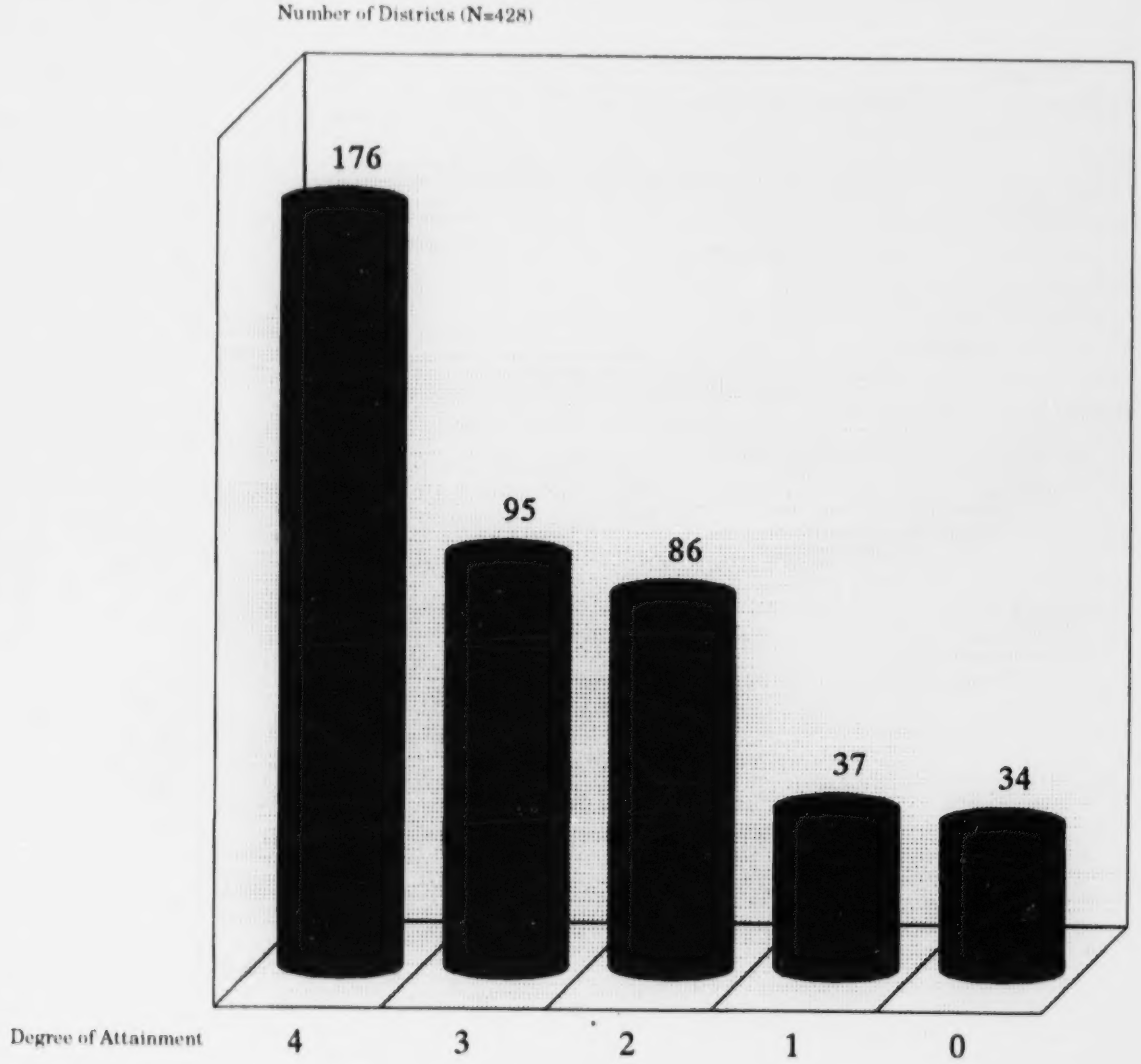
Progress with Peer Programs. Item II.6: District has peer programs such as peer helpers and peer educators.



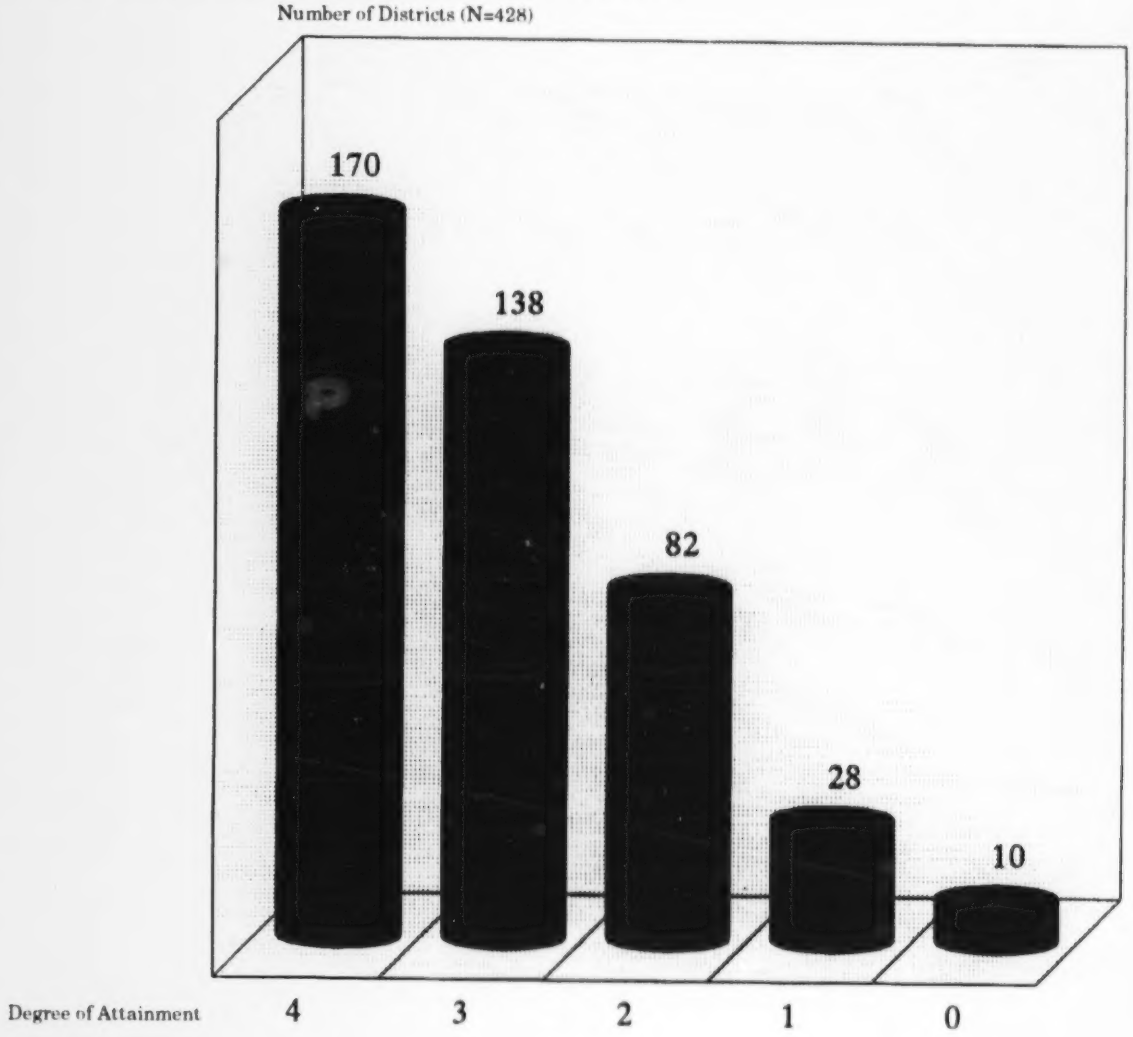
Progress in Developing Drug-Free Alternative Activities. Item II.7: District provides drug-free alternative activities and AODA-related clubs.



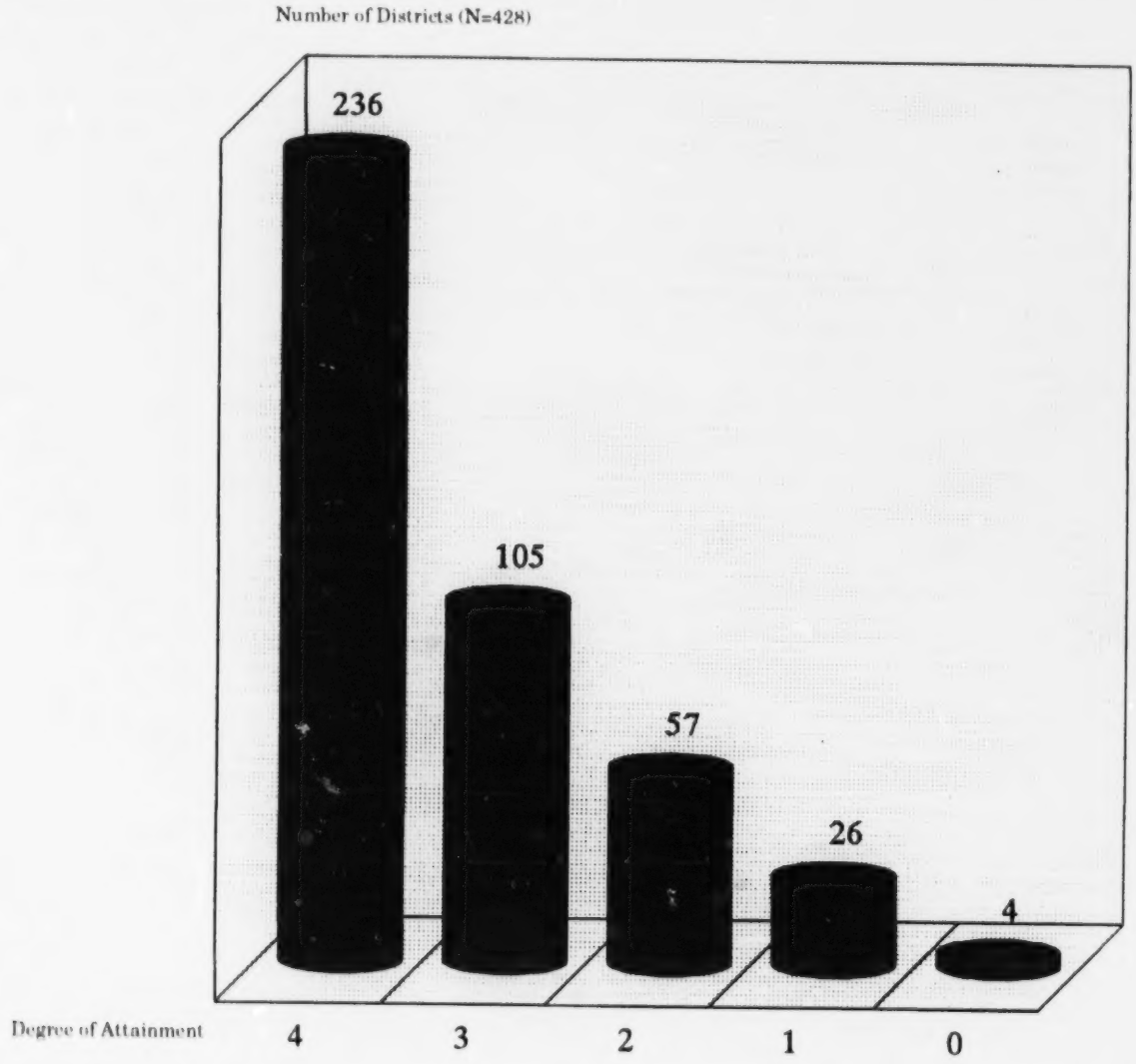
Progress with K-12 Student Assistance Programs. Item II.8: District has K-12 student assistance program in place.



Progress with K-12 AODA-Specific Curriculum. Item III.1: District has a K-12 AODA-specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.



Progress with AODA Curriculum for All Students. Item III.2: AODA curriculum is provided for all students, including "exceptional" and "gifted and talented" students.



Appendix B

Statewide Average Scores. Responses to the 1992-93 Comprehensive AODA Program Checklist (PI-2389).

Criteria	Degree Criterion is Met
I. IMPLEMENTATION AND INTEGRATION	
1. Student use & attitude survey has been conducted within the past three years.	3.47
2. Ongoing informal/formal appraisal conducted on a regular basis.	2.95
3. Staff, students, and community informed of appraisal.	2.43
4. Records are kept for evaluation of program.	2.94
5. Advisory committee formed with broad community and school representation.	2.88
6. District has an Alcohol and Other Drug Abuse (AODA) policy for students that emphasizes nonuse and provides avenues for referral and assistance.	3.65
7. District has an AODA policy for employees that provides avenues for referral and assistance.	2.82
8. Policies were developed with input from school and community personnel.	3.24
9. Policies are clearly communicated to staff, students, and parents on an annual basis.	2.88
10. District has developed a long-range plan for comprehensive AODA programs which include training and release time.	2.60
11. District has an AODA coordinator with adequate release time.	2.60
12. AODA program is integrated with other school programs such as At Risk, School Age Parents, and academic subjects.	2.98
13. AODA program is integrated with outside agencies such as law enforcement, social services, justice, etc.	3.09
II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS	
1. Parents are provided educational opportunities for learning about AODA.	2.62
2. District offers general awareness programs to the community, staff, students, and parents.	2.73
3. District has ongoing parent programs.	2.06
4. Parents have an active role in implementing some components of the AODA program.	2.07
5. District has an Employee Assistance Program.	1.92
6. District has peer programs such as peer helpers, peer educators, etc.	2.75
7. District provides drug free alternative activities & AODA-related clubs.	3.10
8. District has K-12 Student Assistance Program (SAP) in place.	2.80
9. Teachers are provided stipends/release time to cofacilitate groups	2.19
10. Basic AODA training opportunities are made available by district.	3.41
11. Advanced AODA training opportunities are made available by district.	3.12
12. Group facilitation training opportunities are made available by district.	3.22
13. AODA curriculum training opportunities are made available by district.	2.95
14. Peer training opportunities are made available by district.	2.87

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II. PROGRAMS FOR STUDENTS/COLLATERAL PROGRAMS FOR ADULTS (continued)	
Criteria	**Degree Criterion is Met**
15. AODA coordinator has been provided with adequate AODA training.	3.43
16. Inservices on AODA provided annually to all teachers and staff.	1.91
17. District administrator has participated in AODA training.	2.09
18. All school staff have participated in AODA training.	1.83
19. Students have participated in AODA training.	2.32
20. School board members have participated in AODA training.	1.11
21. Student athletes have received AODA training.	1.90
22. All coaches have received AODA training.	1.76
23. All building principals have received AODA training.	2.32
III. AODA CURRICULUM	
1. District has a K-12 AODA specific curriculum that is developmentally appropriate, sequential, and mandatory at every grade level.	3.00
2. AODA curriculum is provided for all students including exceptional and gifted and talented.	3.27
3. Curriculum is up to date and accurate.	3.25
4. Curriculum is reviewed periodically to check for relevance and effectiveness.	3.07
5. Coordinates with and involves other disciplines at each grade level (e.g., health, literature, science, social studies).	2.93
6. Includes a continuum of knowledge and life skill competencies which will affect the decisions students have to make about AODA issues.	3.21
7. Contains a mechanism for continuing evaluation and revisions of curriculum material to incorporate current information.	2.71
8. Demonstrates sensitivity to the specific needs of the local school and community in terms of cultural appropriateness and local AODA problems.	2.95
9. Includes appropriate information on intervention and referral services including community AODA programs.	2.99
10. Uses peer education with students trained to provide information, facilitate discussion, and demonstrate skills to other students.	2.39

Appendix C

Year-to-Year Data Comparisons

The following table provides data about school districts' respective self-assessments. To allow school districts to assess their respective progress over time, the table includes data from checklists for 1990-91 through 1992-93. A notation of "NR" means the Department of Public Instruction did not receive a checklist from the school district in that year. A notation of "Inc" indicates the checklist was incomplete.

The data measures both the comprehensive program and the basic framework formed by the eight key items. For each year, columns list scores for individual districts. Data about comprehensive programs is reported as total points (columns A-C) and as a percentage of total points possible (columns D-F). The statewide average for 1992-93 was 125 points, or 68%.

Statewide averages provide the Department of Public Instruction with an indication of the progress school districts have made in developing comprehensive AODA programs. This helps the department to target program areas still needing development. For the eight key items that constitute a basic framework, columns G-I list the number of items a district reportedly had in place (as indicated by a rating of "1" or higher) in each of the years in question. A further measure of the items is expressed as the percentage of total key items present (columns J-L). Statewide, districts averaged 7.22 items, or 91%.

Because of the self-reporting nature of the checklist and the freedom school districts have to establish their own benchmarks, comparisons between school districts may not be accurate or appropriate.

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
10	Abbotsford	87	121	160	47%	66%	87%	6	8	8	75%	100%	100%
05	Adams-Friendship Area	124	127	113	67%	69%	61%	8	7	6	100%	88%	75%
02	Albany	Inc	53	93	Inc	29%	51%	2	4	8	25%	50%	100%
07	Algoma	51	131	149	28%	71%	81%	4	6	8	50%	75%	100%
11	Alma	92	154	152	50%	84%	83%	7	8	8	88%	100%	100%
04	Alma Center	128	147	148	70%	80%	80%	8	8	8	100%	100%	100%
05	Almond-Bancroft	132	117	163	72%	64%	89%	4	6	7	50%	75%	88%
10	Altoona	130	121	159	71%	66%	86%	8	8	8	100%	100%	100%
11	Amery	88	122	125	48%	66%	68%	7	6	6	88%	75%	75%
09	Antigo	72	97	122	39%	53%	66%	5	7	7	63%	88%	88%
06	Appleton Area	127	125	125	69%	68%	68%	8	7	8	100%	88%	100%
04	Arcadia	99	94	118	54%	51%	64%	7	7	7	88%	88%	88%
03	Argyle	NR	52	80	NR	28%	43%	NR	6	6	NR	75%	75%
01	Arrowhead	107	141	163	58%	77%	89%	8	8	8	100%	100%	100%
12	Ashland	153	162	176	83%	88%	96%	8	8	8	100%	100%	100%
07	Ashwaubenon	130	134	137	71%	73%	74%	7	8	7	88%	100%	88%
09	Athens	63	113	138	34%	61%	74%	4	8	8	50%	100%	100%
05	Auburndale	131	134	141	71%	73%	77%	8	6	6	100%	75%	75%
10	Augusta	136	117	111	74%	64%	60%	6	4	6	75%	50%	75%
11	Baldwin-Woodville Area	105	129	131	57%	70%	71%	7	8	8	88%	100%	100%
04	Bangor	137	107	118	74%	58%	64%	6	5	8	75%	63%	75%
05	Baraboo	80	97	100	43%	53%	54%	5	5	8	63%	63%	100%
03	Barneveld	54	92	149	29%	50%	81%	5	6	8	63%	75%	100%
11	Barron Area	158	121	105	86%	66%	57%	8	7	6	100%	88%	75%
12	Bayfield	157	164	156	85%	89%	85%	7	7	7	88%	88%	88%
06	Beaver Dam	112	NR	125	61%	NR	68%	7	NR	8	88%	NR	100%
08	Beecher-Dunbar-Pembine	58	95	110	32%	52%	60%	5	3	5	63%	38%	63%
02	Belleville	107	45	135	58%	24%	73%	8	6	8	100%	75%	100%
03	Belmont Community	128	143	102	69%	78%	55%	8	8	7	100%	100%	88%
02	Beloit	80	137	150	43%	74%	82%	8	8	8	100%	100%	100%
02	Beloit Turner	115	108	130	63%	59%	71%	6	7	7	75%	88%	88%
03	Benton	82	76	87	45%	41%	47%	5	6	7	63%	75%	88%
06	Berlin Area	112	138	124	61%	75%	67%	8	6	8	100%	75%	100%
02	Big Foot	153	111	111	83%	60%	60%	8	6	7	100%	75%	88%
11	Birchwood	130	100	101	71%	54%	55%	8	7	7	100%	88%	88%
03	Black Hawk	104	110	116	57%	60%	63%	6	6	8	75%	75%	100%
04	Black River Falls	108	115	123	59%	63%	67%	8	8	7	100%	100%	88%
04	Blair-Taylor	119	98	107	65%	53%	58%	8	8	8	100%	100%	100%
10	Bloomer	100	66	127	54%	36%	69%	8	6	8	100%	75%	100%
03	Bloomington	94	121	128	51%	66%	70%	5	6	6	63%	75%	75%
08	Bonduel	117	83	80	64%	45%	43%	8	8	7	100%	100%	88%
03	Boscobel Area	87	105	110	47%	57%	60%	8	8	8	100%	100%	100%
09	Boulder Junction J1	125	118	143	68%	63%	78%	7	6	8	88%	75%	100%

Note: "NR indicates no checklist response/return; "Inc" indicates an incomplete checklist

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Program Checklist						Key Components Of Comprehensive AODA Programs					
		Total Points			% of Total Points			# of Key Items Present			% of Key Items Present		
CESA	District	90/91 A	91/92 B	92/93 C	90/91 D	91/92 E	92/93 F	90/91 G	91/92 H	92/93 I	90/91 J	91/92 K	92/93 L
08	Bowler	159	155	164	86%	84%	89%	8	8	8	100%	100%	100%
11	Boyceville Community	108	107	114	59%	58%	62%	8	8	6	100%	100%	75%
02	Brighton #1	79	146	144	43%	78%	78%	7	8	8	88%	100%	100%
07	Brillion	127	149	143	69%	81%	78%	7	7	8	88%	88%	100%
02	Bristol #1	99	150	93	54%	82%	51%	5	8	5	63%	100%	63%
02	Brodhead	117	79	114	64%	43%	62%	7	6	8	88%	75%	100%
01	Brown Deer	139	177	158	76%	96%	86%	7	8	7	88%	100%	88%
10	Bruce	80	61	109	43%	33%	59%	7	5	8	88%	63%	100%
02	Burlington Area	166	NR	148	90%	NR	80%	7	NR	7	88%	NR	88%
12	Butternut	132	118	90	72%	64%	49%	6	7	7	75%	88%	88%
10	Cadott Community	144	124	138	78%	67%	75%	7	6	7	88%	75%	88%
05	Cambria-Friesland	142	156	166	77%	85%	90%	8	8	8	100%	100%	100%
02	Cambridge	141	140	168	77%	76%	91%	7	7	8	88%	88%	100%
11	Cameron	82	104	131	45%	57%	71%	6	6	8	75%	75%	100%
06	Campbellsport	128	140	131	70%	76%	71%	6	6	8	75%	75%	100%
04	Cashton	76	47	83	41%	26%	45%	2	5	6	25%	63%	75%
03	Cassville	91	75	67	49%	41%	36%	6	5	7	75%	63%	88%
07	Cedar Grove-Belgium Area	109	121	147	59%	66%	80%	8	7	8	100%	88%	100%
01	Cedarburg	149	152	180	81%	83%	98%	8	8	8	100%	100%	100%
02	Central/Westosha	81	162	160	44%	88%	87%	7	8	8	88%	100%	100%
11	Chetek	72	109	109	39%	59%	59%	5	7	7	63%	88%	88%
07	Chilton	81	107	115	44%	58%	63%	6	7	8	75%	88%	100%
10	Chippewa Falls Area	78	61	89	41%	33%	48%	7	7	8	88%	88%	100%
11	Clayton	125	151	130	68%	82%	71%	7	8	8	88%	100%	100%
11	Clear Lake	77	107	159	42%	58%	86%	7	7	8	88%	88%	100%
02	Clinton Community	156	118	149	85%	64%	81%	8	7	7	100%	88%	88%
08	Clintonville	125	97	118	68%	53%	64%	8	8	8	100%	100%	100%
04	Cochrane-Fountain City	124	96	109	67%	52%	59%	7	6	7	88%	75%	88%
10	Colby	43	55	107	23%	30%	58%	4	7	7	50%	88%	88%
08	Coleman	100	87	118	54%	47%	64%	7	5	5	88%	63%	63%
11	Colfax	117	127	155	64%	69%	84%	7	6	7	88%	75%	88%
05	Columbus	128	129	135	70%	70%	73%	8	8	8	100%	100%	100%
10	Cornell	95	84	72	52%	46%	39%	5	4	4	63%	50%	50%
08	Crandon	112	147	153	61%	80%	83%	8	8	8	100%	100%	100%
08	Crivitz	55	61	78	30%	33%	42%	4	4	4	50%	50%	50%
03	Cuba City	62	83	108	34%	45%	59%	5	7	7	63%	88%	88%
01	Cudahy	95	154	161	52%	84%	88%	6	6	6	75%	75%	75%
11	Cumberland	67	95	29	36%	52%	16%	6	8	4	75%	100%	50%
09	D C Everest Area	96	64	77	52%	35%	42%	8	8	8	100%	100%	100%
03	Darlington Community	113	118	138	61%	64%	75%	7	6	8	88%	75%	100%
02	Deerfield Community	111	139	112	60%	76%	61%	6	7	5	75%	88%	63%
02	DeForest Area	142	125	130	77%	68%	71%	7	7	7	88%	88%	88%
02	Delavan-Darien	157	109	120	85%	59%	65%	8	6	7	100%	75%	88%
07	Denmark	152	143	120	83%	78%	65%	8	7	7	100%	88%	88%
07	DePere	131	129	126	71%	70%	68%	7	8	8	88%	100%	100%
04	DeSoto Area	71	51	87	39%	28%	47%	7	3	6	88%	38%	75%

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SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Program Checklist						Key Components Of Comprehensive AODA Programs					
		Total Points			% of Total Points			# of Key Items Present			% of Key Items Present		
		90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93
CESA	District	A	B	C	D	E	F	G	H	I	J	K	L
06	Dodgeland	32	92	80	17%	50%	33%	4	8	7	50%	100%	88%
03	Dodgeville	149	158	156	81%	86%	85%	8	8	8	100%	100%	100%
02	Dover #1	149	154	145	81%	84%	79%	8	8	7	100%	100%	88%
12	Drummond	149	124	129	81%	67%	70%	7	8	8	88%	100%	100%
11	Durand	82	105	113	45%	57%	61%	7	7	7	88%	88%	88%
02	East Troy Community	107	86	98	58%	47%	53%	6	6	7	75%	75%	88%
10	Eau Claire Area	165	154	153	90%	84%	83%	8	8	8	100%	100%	100%
09	Edgar	108	145	147	59%	79%	80%	7	8	8	88%	100%	100%
02	Edgerton	155	159	135	84%	86%	73%	7	8	8	88%	100%	100%
09	Elcho	131	101	98	71%	55%	52%	7	7	7	88%	88%	88%
10	Eleva-Strum	106	97	129	58%	53%	70%	8	7	7	100%	88%	88%
11	Elk Mound Area	63	70	68	34%	38%	37%	6	5	5	75%	63%	63%
07	Elkhart Lake-Glenbeulah	128	153	165	70%	83%	90%	8	8	8	100%	100%	100%
02	Elkhorn Area	104	126	118	57%	68%	64%	7	7	7	88%	88%	88%
11	Ellsworth Community	97	126	129	53%	68%	70%	7	8	8	88%	100%	100%
01	Elmbrook	160	165	150	87%	90%	82%	8	8	8	100%	100%	100%
11	Elmwood	108	116	139	59%	63%	76%	7	7	8	88%	88%	100%
04	Elroy-Kendall-Wilton	77	97	99	42%	53%	54%	8	8	8	100%	100%	100%
06	Erin #2	56	95	78	30%	52%	42%	4	4	8	50%	50%	100%
02	Evansville Community	141	139	148	77%	76%	80%	7	8	8	88%	100%	100%
10	Fall Creek	84	105	116	46%	57%	63%	8	8	8	100%	100%	100%
05	Fall River	96	147	166	52%	80%	90%	5	5	8	63%	63%	100%
03	Fennimore Community	127	121	138	69%	66%	75%	7	6	8	88%	75%	100%
10	Flambeau	106	151	141	58%	82%	77%	7	8	8	88%	100%	100%
08	Florence	96	102	125	52%	55%	68%	7	6	8	88%	75%	100%
06	Fond du Lac	84	111	126	46%	60%	70%	7	6	7	88%	75%	88%
02	Fontana J8	157	120	138	85%	65%	75%	7	7	8	88%	88%	100%
02	Fort Atkinson	83	91	94	45%	49%	51%	8	7	8	100%	88%	100%
01	Fox Point J2	118	129	131	64%	70%	71%	7	8	8	88%	100%	100%
01	Franklin	119	92	154	65%	50%	84%	7	7	8	88%	88%	100%
11	Frederic	68	122	111	37%	66%	60%	7	8	8	88%	100%	100%
06	Freedom Area	113	130	119	61%	71%	65%	8	8	8	100%	100%	100%
04	Galesville-Ettrick-Tremp	126	106	129	68%	58%	70%	7	7	7	88%	88%	88%
02	Geneva J4	26	98	105	14%	53%	57%	2	6	6	25%	75%	75%
02	Genoa City J2	66	88	87	36%	48%	47%	4	6	7	50%	75%	88%
01	Germantown	115	142	151	63%	77%	82%	8	8	8	100%	100%	100%
07	Gibraltar Area	125	147	174	68%	80%	95%	7	7	8	88%	88%	100%
08	Gillett	122	131	127	66%	71%	69%	8	7	8	100%	88%	100%
10	Gilman	122	106	61	66%	58%	33%	7	6	5	88%	75%	63%
10	Gilmanton	76	111	84	41%	60%	46%	6	7	5	75%	88%	63%
01	Glendale-River Hills	90	117	137	49%	64%	74%	6	6	6	75%	75%	75%
11	Glenwood City	144	148	123	78%	80%	67%	7	8	7	88%	100%	88%
12	Glidden	78	142	144	42%	77%	78%	8	7	7	100%	88%	88%
08	Goodman-Armstrong	85	106	107	46%	58%	58%	5	7	7	63%	88%	88%
01	Grafton	78	165	179	42%	90%	97%	7	8	8	88%	100%	100%
10	Granton Area	79	80	81	43%	43%	44%	6	4	6	75%	50%	75%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
11	Grantsburg	71	129	131	39%	70%	71%	7	7	7	88%	88%	88%
07	Green Bay Area	161	152	155	88%	83%	84%	8	8	8	100%	100%	100%
06	Green Lake	107	118	145	58%	64%	78%	7	7	8	88%	88%	100%
01	Greendale	99	NR	107	54%	NR	58%	7	NR	7	88%	NR	88%
01	Greenfield	129	136	137	70%	74%	74%	7	7	7	88%	88%	88%
10	Greenwood	74	89	104	40%	48%	57%	8	8	8	100%	100%	100%
01	Hamilton	162	147	63	88%	80%	34%	8	8	5	100%	100%	63%
06	Hartford	77	113	125	42%	61%	68%	7	7	8	88%	88%	100%
06	Hartford J1	123	94	149	67%	51%	81%	8	6	7	100%	75%	88%
01	Hartland-Lakeside J3	107	166	136	58%	90%	74%	6	8	7	75%	100%	88%
12	Hayward Community	137	136	124	74%	74%	67%	6	8	7	75%	100%	88%
06	Herman #22	68	145	156	37%	79%	85%	5	7	8	63%	88%	100%
03	Highland	128	136	138	70%	74%	75%	6	7	8	75%	88%	100%
07	Hilbert	127	111	103	69%	60%	56%	7	7	7	88%	88%	88%
04	Hillsboro	111	NR	80	60%	NR	43%	8	NR	6	100%	NR	75%
04	Holmen	109	115	110	59%	63%	60%	8	8	8	100%	100%	100%
06	Horicon	93	97	105	51%	53%	57%	6	7	8	75%	88%	100%
06	Hortonville	97	92	108	53%	50%	59%	7	6	7	88%	75%	88%
07	Howard-Suamico	62	119	127	34%	65%	69%	6	8	8	75%	100%	100%
07	Howards Grove	96	141	132	52%	77%	72%	7	8	7	88%	100%	88%
11	Hudson	133	127	99	72%	69%	54%	7	7	5	88%	88%	63%
12	Hurley	148	158	163	80%	86%	89%	8	8	7	100%	100%	88%
06	Hustisford	75	149	87	41%	81%	47%	6	8	5	75%	100%	63%
04	Independence	121	116	129	66%	63%	70%	6	6	5	75%	75%	63%
05	Iola-Scandinavia	139	139	151	76%	76%	82%	6	8	8	75%	100%	100%
03	Iowa-Grant	162	165	110	88%	90%	60%	8	8	6	100%	100%	75%
03	Ithaca	73	99	117	40%	54%	64%	6	8	7	75%	100%	88%
02	Janesville	166	163	169	90%	89%	92%	8	8	8	100%	100%	100%
02	Jefferson	124	95	108	67%	52%	59%	8	8	7	100%	100%	88%
02	Johnson Creek	137	139	138	74%	76%	75%	7	6	6	88%	75%	75%
02	Juda	123	147	112	67%	80%	61%	6	7	8	75%	88%	75%
06	Kaukauna Area	141	163	160	77%	89%	87%	8	8	8	100%	100%	100%
01	Kenosha	108	150	133	59%	82%	72%	8	8	8	100%	100%	100%
01	Kettle Moraine	97	108	110	53%	59%	60%	7	8	7	88%	100%	88%
06	Kewaskum	135	100	136	73%	54%	74%	7	5	8	88%	63%	100%
07	Kewaunee	139	171	145	76%	93%	79%	7	8	8	88%	100%	100%
03	Kickapoo Area	89	101	91	48%	55%	49%	7	8	8	88%	100%	100%
07	Kiel Area	167	158	167	91%	86%	91%	8	8	8	100%	100%	100%
06	Kimberly Area	110	136	135	60%	74%	73%	8	8	8	100%	100%	100%
07	Kohler	155	140	146	84%	76%	79%	8	6	7	100%	75%	88%
09	Lac du Flambeau #1	68	Inc	96	37%	Inc	52%	5	6	8	63%	75%	100%
04	LaCrosse	122	140	141	66%	76%	77%	8	8	8	100%	100%	100%
10	Ladysmith-Hawkins	113	122	123	61%	66%	67%	8	8	8	100%	100%	100%
04	LaFarge	91	95	135	49%	52%	73%	7	7	8	88%	88%	100%
01	Lake Country	89	143	136	48%	78%	74%	6	8	7	75%	100%	88%
02	Lake Geneva J1	134	158	161	73%	86%	88%	7	7	8	88%	88%	100%

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SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
02	Lake Geneva-Genoa City	125	151	154	88%	82%	84%	7	7	8	88%	88%	100%
10	Lake Holcombe	53	48	58	29%	26%	32%	6	6	5	75%	75%	63%
02	Lake Mills Area	118	117	129	64%	64%	70%	7	7	7	88%	88%	88%
09	Lakeland	131	NR	130	71%	NR	71%	7	NR	8	88%	NR	100%
03	Lancaster Community	91	88	87	49%	48%	36%	6	6	5	75%	75%	63%
08	Laona	161	157	127	88%	85%	69%	6	7	5	75%	88%	63%
08	Lena	64	117	124	35%	64%	67%	6	7	7	75%	88%	88%
02	Linn J4	Inc	94	110	Inc	51%	60%	4	7	6	50%	88%	75%
02	Linn J8	148	111	135	80%	60%	73%	8	7	8	100%	88%	100%
06	Little Chute Area	137	145	136	74%	78%	74%	7	7	7	88%	88%	88%
05	Lodi	75	121	127	41%	66%	69%	7	7	6	88%	88%	75%
06	Lomira	116	145	148	63%	79%	80%	7	8	8	88%	100%	100%
10	Loyal	131	143	104	71%	78%	57%	8	8	8	100%	100%	100%
11	Luck	133	NR	53	72%	NR	29%	7	NR	3	88%	NR	38%
07	Luxemburg-Casco	107	84	112	58%	46%	61%	8	8	6	100%	100%	75%
02	Madison Metropolitan	150	150	136	82%	82%	74%	8	8	8	100%	100%	100%
06	Manawa	131	144	150	71%	78%	82%	8	8	8	100%	100%	100%
07	Manitowoc	151	108	114	82%	59%	62%	7	7	8	88%	88%	100%
12	Maple	106	130	138	58%	71%	75%	6	8	8	75%	100%	100%
01	Maple Dale-Indian Hill	122	130	143	66%	71%	78%	8	8	8	100%	100%	100%
09	Marathon City	88	89	107	48%	48%	58%	5	6	8	63%	75%	100%
08	Marinette	135	161	164	73%	88%	89%	8	8	8	100%	100%	100%
08	Marion	98	123	113	53%	67%	61%	7	8	8	88%	100%	75%
06	Markesan	75	106	123	41%	58%	67%	5	8	8	63%	100%	100%
02	Marshall	125	117	106	68%	64%	58%	8	7	8	100%	88%	100%
05	Marshfield	91	102	95	49%	55%	52%	5	6	6	63%	75%	75%
05	Mauston	121	127	138	66%	69%	75%	8	8	7	100%	100%	88%
06	Mayville	106	133	112	58%	72%	61%	7	8	6	88%	100%	75%
02	McFarland	NR	NR	65	NR	NR	35%	NR	NR	5	NR	NR	63%
10	Medford Area	131	120	117	71%	65%	64%	7	7	7	88%	88%	88%
12	Mellen	126	133	91	68%	72%	49%	6	6	3	75%	75%	38%
04	Melrose-Mindoro	69	77	84	38%	42%	46%	5	7	6	63%	88%	75%
06	Menasha	133	153	122	72%	83%	66%	8	8	8	100%	100%	100%
08	Menominee Indian	71	106	85	39%	58%	46%	7	7	8	88%	88%	100%
01	Menomonee Falls	145	107	114	79%	58%	62%	8	7	7	100%	88%	88%
11	Menomonie Area	114	152	103	62%	83%	56%	7	8	8	88%	100%	100%
01	Mequon-Thiensville	136	156	167	74%	85%	91%	8	8	8	100%	100%	100%
12	Mercer	128	134	108	70%	73%	59%	8	8	7	100%	100%	88%
09	Merrill Area	122	124	126	66%	67%	68%	7	7	7	88%	88%	88%
01	Merton J9	107	NR	136	58%	NR	74%	8	NR	7	100%	NR	88%
02	Middleton-Cross Plains	105	132	130	57%	72%	71%	8	8	7	100%	100%	88%
02	Milton	131	141	86	71%	77%	47%	8	8	6	100%	100%	75%
01	Milwaukee	166	169	170	90%	92%	92%	8	8	8	100%	100%	100%
03	Mineral Point	113	97	101	61%	53%	55%	8	6	8	100%	75%	100%
09	Minocqua J1	158	140	79	86%	76%	43%	8	8	6	100%	100%	75%
07	Mishicot	123	123	101	67%	67%	55%	8	7	8	100%	88%	100%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Program Checklist						Key Components Of Comprehensive AODA Programs					
		Total Points			% of Total Points			# of Key Items Present			% of Key Items Present		
		90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93
CESA	District	A	B	C	D	E	F	G	H	I	J	K	L
10	Mondovi	130	113	113	71%	61%	61%	8	8	8	100%	100%	100%
02	Monona Grove	155	160	163	84%	87%	89%	8	8	8	100%	100%	100%
02	Monroe	103	77	62	56%	42%	34%	7	8	7	88%	100%	88%
05	Montello	90	115	77	48%	63%	42%	6	6	6	75%	75%	75%
02	Monticello	125	35	116	68%	19%	63%	7	2	4	88%	25%	50%
09	Mosinee	148	61	133	80%	33%	72%	8	5	8	100%	63%	100%
02	Mount Horeb Area	165	146	156	90%	79%	85%	7	7	8	88%	88%	100%
01	Mukwonago	142	153	138	77%	83%	74%	8	8	7	100%	100%	88%
01	Muskego Norway	155	149	155	84%	81%	84%	8	8	8	100%	100%	100%
05	Necedah Area	73	73	85	40%	40%	46%	7	7	6	88%	88%	75%
06	Neenah	119	136	147	65%	74%	80%	8	7	8	100%	88%	100%
10	Neillsville	163	149	130	89%	81%	71%	8	8	8	100%	100%	100%
05	Nekoosa	161	157	179	88%	85%	97%	8	7	8	100%	88%	100%
06	Neosho J3	39	130	157	21%	71%	85%	3	5	7	38%	63%	88%
10	New Auburn	83	89	142	34%	48%	77%	6	8	8	75%	100%	100%
01	New Berlin	144	147	172	78%	80%	93%	8	7	8	100%	88%	100%
02	New Glarus	137	83	98	74%	45%	53%	6	5	6	75%	63%	75%
07	New Holstein	129	161	135	70%	88%	73%	7	8	6	88%	100%	100%
05	New Lisbon	79	79	87	43%	43%	47%	6	6	8	75%	75%	100%
06	New London	107	105	114	58%	57%	62%	8	8	8	100%	100%	100%
11	New Richmond	133	133	142	72%	72%	77%	8	8	8	100%	100%	100%
08	Niagara	98	110	102	53%	60%	55%	6	6	6	75%	75%	75%
01	Nicolet	155	93	131	84%	51%	71%	8	8	8	100%	100%	100%
01	Norris	170	168	155	92%	91%	84%	8	8	7	100%	100%	88%
03	North Crawford	118	163	161	64%	89%	88%	7	8	8	88%	100%	100%
06	North Fond du Lac	89	129	133	48%	70%	72%	5	8	8	63%	100%	100%
01	North Lake (Merton J7)	102	161	149	55%	88%	81%	8	8	7	100%	100%	88%
01	Northern Ozaukee	90	88	117	49%	48%	64%	7	5	8	88%	63%	100%
09	Northland Pines	150	168	167	82%	91%	91%	8	8	8	100%	100%	100%
12	Northwood	149	152	161	81%	83%	88%	7	8	8	88%	100%	100%
04	Norwalk-Ontario	114	NR	87	62%	NR	47%	6	NR	6	75%	NR	75%
02	Norway J7	32	36	124	17%	20%	67%	3	3	7	38%	38%	88%
01	Oak Creek-Franklin	103	139	150	56%	76%	82%	8	8	8	100%	100%	100%
06	Oakfield	137	142	147	74%	77%	80%	7	6	6	88%	75%	75%
01	Oconomowoc Area	80	136	128	43%	74%	70%	8	8	8	100%	100%	100%
08	Oconto	113	115	135	61%	63%	73%	8	8	8	100%	100%	100%
08	Oconto Falls	115	97	132	63%	53%	72%	7	7	7	88%	88%	88%
06	Omro	93	92	109	51%	50%	59%	7	7	8	88%	88%	100%
04	Onalaska	127	142	149	69%	77%	81%	8	8	8	100%	100%	100%
07	Oostburg	130	117	95	71%	64%	52%	7	6	8	88%	75%	100%
02	Oregon	95	118	130	52%	64%	71%	6	7	8	75%	88%	100%
11	Osceola	60	67	115	33%	36%	63%	4	4	7	50%	50%	88%
06	Oshkosh Area	88	94	103	48%	51%	56%	6	8	8	75%	100%	100%
10	Osseo-Fairchild	125	129	124	68%	70%	67%	7	8	7	88%	100%	88%
10	Owen-Withee	144	148	175	78%	80%	95%	7	7	8	88%	88%	100%
02	Palmyra-Eagle Area	167	167	171	91%	91%	93%	8	8	8	100%	100%	100%

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SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
05	Pardeeville Area	132	139	128	72%	76%	70%	7	8	7	88%	100%	88%
02	Paris J1	118	150	135	64%	82%	73%	8	8	7	100%	100%	88%
12	Park Falls	143	158	133	78%	86%	72%	7	7	7	88%	88%	88%
02	Parkview	112	102	105	61%	55%	57%	6	6	6	75%	75%	75%
03	Pecatonica Area	74	119	118	40%	65%	64%	6	8	6	75%	100%	75%
11	Pepin Area	106	100	98	58%	54%	52%	7	7	7	88%	88%	88%
08	Peshtigo	133	162	139	72%	88%	75%	7	8	6	88%	100%	75%
01	Pewaukee	136	123	106	74%	67%	58%	8	8	6	75%	100%	100%
09	Phelps	33	78	99	18%	42%	54%	4	6	7	50%	75%	88%
12	Phillips	139	115	118	76%	63%	64%	8	8	8	100%	100%	100%
05	Pittsville	162	144	146	88%	78%	79%	8	8	7	100%	75%	88%
03	Platteville	108	119	120	59%	65%	65%	7	8	7	88%	75%	88%
11	Plum City	101	125	127	55%	68%	69%	8	8	8	100%	100%	100%
07	Plymouth	87	112	99	47%	61%	54%	8	8	7	100%	100%	88%
05	Port Edwards	123	140	131	67%	76%	71%	8	8	7	75%	100%	88%
01	Port Washington Saukville	131	156	169	71%	85%	92%	7	8	8	88%	100%	100%
05	Portage Community	132	142	150	72%	77%	82%	8	8	8	100%	100%	100%
03	Potosi	106	112	114	58%	61%	62%	7	8	7	88%	75%	88%
05	Poynette	116	113	145	63%	61%	79%	8	6	7	75%	75%	88%
03	Prairie du Chien Area	100	123	114	54%	67%	62%	8	7	7	100%	88%	88%
11	Prairie Farm	108	114	122	59%	62%	66%	8	8	8	100%	100%	100%
09	Prentice	150	163	159	82%	89%	86%	8	8	8	100%	100%	100%
11	Prescott	140	134	129	76%	73%	70%	8	8	7	100%	100%	88%
05	Princeton	49	107	90	27%	58%	49%	4	5	5	50%	63%	63%
07	Pulaski Community	171	156	153	93%	85%	83%	8	8	8	100%	100%	100%
01	Racine	152	143	143	83%	78%	78%	8	7	7	100%	88%	88%
02	Randall J1	123	148	61	67%	80%	33%	8	7	5	100%	88%	63%
05	Randolph	106	121	123	58%	66%	67%	6	8	7	75%	100%	88%
07	Random Lake	66	NR	135	36%	NR	73%	4	NR	8	50%	#VALUE!	100%
02	Raymond #14	122	144	154	66%	78%	84%	5	8	7	63%	100%	88%
02	Raymond J1	117	104	138	64%	57%	75%	6	4	6	75%	50%	75%
05	Reedsburg	83	98	90	45%	53%	49%	7	8	8	88%	100%	100%
07	Reedsville	130	118	137	71%	64%	74%	7	7	7	88%	88%	88%
08	Rhinelander	119	146	161	65%	79%	88%	8	8	8	100%	100%	100%
09	Rib Lake	107	152	163	58%	83%	89%	8	8	8	100%	100%	100%
11	Rice Lake Area	91	87	108	49%	47%	59%	8	8	6	100%	100%	75%
06	Richfield J1	98	117	135	53%	64%	73%	5	4	7	63%	50%	88%
06	Richfield J11	78	87	83	42%	47%	45%	5	7	5	63%	88%	63%
03	Richland	106	121	132	58%	66%	72%	7	7	7	88%	88%	88%
01	Richmond (Lisbon J2)	NR	155	136	NR	84%	74%	NR	8	7	NR	100%	88%
05	Rio Community	129	75	112	70%	41%	61%	8	5	7	75%	63%	88%
06	Ripon	121	121	96	66%	66%	52%	7	7	7	88%	88%	88%
11	River Falls	123	131	109	67%	71%	59%	8	8	7	100%	100%	88%
03	River Valley	133	99	106	72%	54%	58%	8	8	8	100%	100%	100%
03	Riverdale	91	119	122	49%	65%	66%	7	8	8	88%	100%	100%
06	Rosendale Brandon	145	159	163	79%	86%	89%	8	8	8	100%	100%	100%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
05	Rosholt	148	158	140	79%	88%	78%	7	8	7	88%	100%	88%
06	Rubicon J8	88	112	123	48%	61%	67%	5	8	6	63%	75%	75%
11	Saint Croix Central	110	102	134	60%	55%	73%	7	7	8	88%	88%	100%
11	Saint Croix Falls	112	132	133	61%	72%	72%	8	8	8	100%	100%	100%
01	Saint Francis	113	150	158	61%	82%	86%	7	8	8	88%	100%	100%
02	Salem #7	119	145	118	65%	79%	64%	6	8	8	75%	100%	100%
02	Salem J2	138	159	167	75%	86%	91%	6	7	6	75%	88%	75%
05	Sauk Prairie	126	98	78	68%	53%	42%	8	7	7	100%	88%	88%
03	Seneca	97	161	152	53%	88%	83%	7	8	8	88%	100%	100%
07	Sevastopol	102	119	126	55%	65%	68%	7	7	8	88%	88%	100%
07	Seymour Community	108	163	169	59%	89%	92%	8	8	8	100%	100%	100%
02	Sharon J11	152	121	147	83%	66%	80%	8	7	8	100%	88%	100%
08	Shawano-Gresham	118	122	130	64%	66%	71%	7	8	8	88%	100%	100%
07	Sheboygan Area	134	126	133	73%	68%	72%	8	7	8	100%	88%	100%
07	Sheboygan Falls	100	140	144	54%	76%	78%	8	8	8	100%	100%	100%
11	Shell Lake	127	79	103	69%	43%	56%	8	7	7	100%	88%	88%
06	Shiocton	108	117	120	59%	64%	65%	7	7	7	88%	88%	88%
01	Shorewood	126	NR	123	68%	NR	67%	8	NR	8	100%	NR	100%
03	Shullsburg	105	131	168	57%	71%	91%	7	7	8	88%	88%	100%
02	Silver Lake J1	152	155	171	83%	84%	93%	8	7	8	100%	88%	100%
11	Siren	65	103	124	35%	56%	67%	6	5	6	75%	63%	75%
06	Slinger	113	90	110	61%	49%	60%	7	7	7	88%	88%	88%
12	Solon Springs	127	154	152	69%	84%	83%	8	8	8	100%	100%	100%
11	Somerset	156	153	163	85%	83%	89%	7	7	8	88%	88%	100%
01	South Milwaukee	107	143	183	58%	78%	89%	8	8	8	100%	100%	100%
12	South Shore	141	162	149	77%	88%	81%	7	8	8	88%	100%	100%
07	Southern Door	131	164	162	71%	89%	88%	7	8	7	88%	100%	88%
03	Southwestern Wisconsin	151	160	160	82%	87%	87%	7	8	8	88%	100%	100%
04	Sparta Area	106	82	34	58%	45%	18%	8	5	4	100%	63%	50%
10	Spencer	102	130	161	55%	71%	88%	8	7	7	100%	88%	88%
11	Spooner	117	148	159	64%	79%	86%	7	8	8	88%	100%	100%
11	Spring Valley	117	128	78	64%	70%	42%	5	7	8	63%	88%	100%
10	Stanley-Boyd Area	88	137	88	48%	74%	47%	8	8	8	100%	100%	100%
05	Stevens Point Area	150	155	155	82%	84%	84%	8	8	8	100%	100%	100%
07	Stockbridge	159	113	150	86%	61%	82%	8	8	8	100%	100%	100%
01	Stone Bank	110	167	136	60%	91%	74%	7	8	7	88%	100%	88%
02	Stoughton Area	148	149	145	70%	81%	79%	8	8	8	100%	100%	100%
09	Stratford	72	110	111	39%	60%	60%	7	8	8	88%	100%	100%
07	Sturgeon Bay	161	155	148	88%	84%	79%	8	8	8	100%	100%	100%
02	Sun Prairie Area	141	158	124	77%	86%	67%	8	8	8	100%	100%	100%
12	Superior	93	100	125	51%	54%	68%	6	7	8	75%	88%	100%
08	Suring	43	71	101	23%	39%	55%	3	7	7	38%	88%	88%
01	Swallow (Merton J8)	NR	158	139	NR	86%	76%	NR	8	7	NR	100%	88%
10	Thorp	65	78	72	35%	42%	39%	6	6	4	75%	75%	50%
09	Three Lakes	98	141	142	53%	77%	77%	7	7	7	88%	88%	88%
08	Tigerton	57	123	122	31%	67%	66%	6	8	8	75%	100%	100%

SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

CESA	District	Total AODA Program Checklist: Total Points 90/91 A	Total Points 91/92 B	Total Points 92/93 C	% of Total Points 90/91 D	% of Total Points 91/92 E	% of Total Points 92/93 F	Key Components Of Comprehensive AODA Programs: # of Key Items Present 90/91 G	# of Key Items Present 91/92 H	# of Key Items Present 92/93 I	% of Key Items Present 90/91 J	% of Key Items Present 91/92 K	% of Key Items Present 92/93 L
04	Tomah Area	140	138	91	78%	75%	49%	7	8	7	88%	75%	88%
09	Tomahawk	120	140	147	65%	76%	80%	8	7	8	100%	88%	100%
05	Tomorrow River	117	140	141	64%	76%	77%	7	7	7	88%	88%	88%
05	Tri-County Area	59	72	87	32%	39%	47%	5	5	6	63%	63%	75%
11	Turtle Lake	153	NR	71	83%	NR	39%	7	NR	4	88%	NR	50%
02	Twin Lakes #4	130	157	148	71%	85%	80%	7	7	7	88%	88%	88%
07	Two Rivers	152	88	83	83%	48%	45%	8	8	8	100%	100%	100%
02	Union Grove	103	116	125	56%	63%	68%	7	6	7	88%	75%	88%
02	Union Grove J1	97	107	93	53%	58%	51%	4	6	6	50%	75%	75%
11	Unity	119	133	133	65%	72%	72%	8	8	7	100%	100%	88%
07	Valders	148	127	129	80%	69%	70%	8	7	8	100%	88%	100%
02	Verona Area	143	87	93	78%	47%	51%	8	7	7	100%	88%	88%
04	Viroqua Area	96	127	89	52%	69%	48%	7	6	7	88%	75%	88%
08	Wabeno Area	123	117	119	67%	64%	65%	8	8	8	100%	100%	100%
02	Walworth J1	144	122	139	78%	66%	76%	8	8	8	100%	100%	100%
12	Washburn	163	125	141	89%	68%	77%	8	7	7	100%	88%	88%
07	Washington	125	133	148	68%	72%	79%	6	6	6	75%	75%	75%
02	Washington-Caldwell	128	113	111	68%	61%	60%	8	7	7	100%	88%	88%
02	Waterford UHS	136	NR	114	74%	NR	62%	8	NR	8	75%	NR	100%
02	Waterford J1	71	127	151	39%	69%	82%	4	7	8	50%	88%	100%
02	Waterloo	129	110	109	70%	60%	59%	7	6	6	88%	75%	75%
02	Watertown	115	119	130	63%	65%	71%	7	8	8	88%	100%	100%
01	Waukesha	138	156	146	75%	85%	79%	8	8	8	100%	100%	100%
02	Waunakee Community	133	82	78	72%	45%	42%	8	8	7	100%	100%	88%
05	Waupaca	97	128	127	53%	70%	69%	7	6	7	88%	75%	88%
06	Waupun	121	114	100	66%	62%	54%	7	8	8	88%	100%	100%
09	Wausau	156	157	145	85%	85%	79%	7	8	8	88%	100%	100%
08	Wausaukee	148	NR	128	80%	NR	70%	8	NR	6	100%	NR	75%
05	Wautoma Area	121	109	93	66%	59%	51%	7	8	8	88%	100%	100%
01	Wauwatosa	137	162	161	74%	88%	88%	8	8	8	100%	100%	100%
03	Wauzeka-Steuben	91	128	147	49%	70%	80%	5	8	8	63%	100%	100%
11	Webster	121	122	134	66%	66%	73%	7	6	8	88%	75%	100%
01	West Allis	137	157	130	74%	85%	71%	7	7	8	88%	88%	100%
06	West Bend	100	143	113	54%	78%	61%	8	8	8	100%	100%	100%
07	West DePere	160	168	141	87%	91%	77%	8	8	8	100%	100%	100%
03	West Grant	108	101	115	58%	55%	63%	5	7	7	63%	88%	88%
04	West Salem	107	116	123	58%	63%	67%	8	7	8	100%	88%	100%
04	Westby Area	146	138	147	79%	75%	80%	8	8	8	100%	100%	100%
05	Westfield	126	119	145	68%	65%	79%	6	5	7	75%	63%	88%
03	Weston	135	90	69	73%	49%	38%	8	6	6	100%	75%	75%
06	Weyauwega-Fremont	111	115	121	60%	63%	66%	5	6	7	63%	75%	88%
10	Weyerhaeuser Area	57	109	114	31%	59%	62%	6	8	8	75%	100%	100%
02	Wheatland J1	105	148	146	57%	80%	79%	6	7	7	75%	88%	88%
08	White Lake	132	143	143	72%	78%	78%	7	8	7	88%	100%	88%
01	Whitefish Bay	124	163	148	67%	89%	80%	8	8	8	100%	100%	100%
04	Whitehall	125	91	85	68%	49%	46%	8	7	8	100%	88%	100%

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SCHOOL AODA PROGRAMS: YEAR-TO-YEAR DATA COMPARISONS

		Total AODA Program Checklist						Key Components Of Comprehensive AODA Programs					
		Total Points			% of Total Points			# of Key Items Present			% of Key Items Present		
		90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93	90/91	91/92	92/93
CESA	District	A	B	C	D	E	F	G	H	I	J	K	L
02	Whitewater	108	115	120	58%	63%	65%	8	8	8	100%	100%	100%
01	Whitnall	129	NR	138	70%	NR	74%	8	NR	8	100%	NR	100%
02	WI Schl for the Deaf	99	117	57	54%	64%	31%	7	6	5	88%	75%	63%
02	WI Schl Vis. Hndkpt/imprd	83	124	NR	45%	67%	NR	5	6	NR	63%	75%	NR
05	Wild Rose	161	160	166	88%	87%	90%	8	7	8	100%	88%	100%
02	Williams Bay	131	NR	162	71%	NR	88%	6	NR	7	75%	NR	88%
02	Wilmot	93	145	93	51%	79%	51%	5	7	6	63%	88%	75%
02	Wilmot Grade	106	153	134	58%	83%	73%	5	6	6	63%	75%	75%
06	Winneconne Community	139	131	120	76%	71%	65%	8	8	8	100%	100%	100%
12	Winter	125	111	104	68%	60%	57%	8	7	7	100%	88%	88%
05	Wisconsin Dells	139	153	142	76%	83%	77%	7	7	7	88%	88%	88%
02	Wisconsin Heights	118	117	40	64%	64%	22%	7	8	4	88%	100%	50%
05	Wisconsin Rapids	152	156	175	83%	85%	95%	8	7	8	100%	88%	100%
08	Wittenberg-Birnamwood	71	94	102	39%	51%	55%	6	6	6	75%	75%	75%
04	Wonewoc-Union Center	67	100	93	36%	54%	51%	6	6	7	100%	100%	88%
09	Woodruff J1	87	58	71	47%	32%	39%	6	4	7	100%	50%	88%
07	Wrightstown Community	101	132	113	55%	72%	61%	7	8	7	88%	100%	88%
02	Yorkville J2	138	162	110	75%	88%	85%	7	8	6	88%	100%	75%

Data Source: 1990/91, 1991/92, and 1992/93 Comprehensive AODA Program Checklists (PI-2389)

Appendix D

Facilitators for the Wisconsin AODA Education Network

CESA #1
Larry Trine
2930 South Root River Parkway
West Allis, WI 53227
(414) 546-3000

CESA #2
Jim Kampa
430 East High Street
Milton, WI 53563
(608) 758-6232

CESA #3
Don Pecinovsky
1300 Industrial Drive
Fennimore, WI 53809-9702
(608) 822-3276

CESA #4
Carrol Hunder
1855 East Main Street
Onalaska, WI 54650
(608) 785-9369

CESA #5
Kristin Long, Carol Pulsfus
626 East Slifer Street
Portage, WI 53901
(608) 742-8811

CESA #6
Jackie Schoening
2300 Ripon Rd
P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372

CESA #7
Mary Miller
595 Baeten Road
Green Bay, WI 54304
(414) 492-5960

CESA #8
Jeff Bentz
223 W. Park St., P.O. Box 320
Gillett, WI 54124
(414) 855-2114

CESA #9
Jaye Bessa
328 North Fourth St.
P.O. Box 449
Tomahawk, WI 54487
(715) 453-2141

CESA #10
Gladys Bartelt
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

CESA #11
Bonnie Cook-Scheel
P.O. Box 246
130 Public Street
Elmwood, WI 54740
(715) 639-4201

CESA #12
Debra Emery
618 Beaser
Ashland, WI 54806
(715) 682-2363

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